



Undergraduate Student Study Guide 2019

**Bachelor of Contemporary International Studies,
Diploma of Japanese Studies
and
Graduate Diploma of Contemporary International Studies**

(Amended April 2019)

Contents

<u>Section</u>	<u>Page</u>
MESSAGE FROM IPU NEW ZEALAND PRESIDENT	1
1 DEGREE STUDIES AT IPU NEW ZEALAND	2
1.1 IPU NEW ZEALAND GRADUATE PROFILE	2
1.2 TERTIARY STUDIES IN NEW ZEALAND	3
1.3 GLOSSARY OF TERMS	5
1.4 THE INTERDISCIPLINARY BCIS	6
1.5 THE STRUCTURE OF YOUR DEGREE	6
1.5.1 PAPER CHECKLIST	8
1.5.2 PAPER OFFERINGS	11
1.6 BCIS MAJORS	16
1.6.1 TESOL AND LANGUAGE STUDIES MAJOR	16
1.6.2 JAPANESE STUDIES MAJOR	17
1.6.3 INTERNATIONAL BUSINESS STUDIES MAJOR	18
1.6.4 ACCOUNTING TECHNICIAN (AT) QUALIFICATION	20
1.6.5 INTERNATIONAL ENVIRONMENTAL STUDIES MAJOR (NOT CURRENTLY OFFERED)	21
1.6.6 INTERNATIONAL RELATIONS MAJOR	22
1.6.7 ECOTOURISM MAJOR [NOT CURRENTLY OFFERED]	23
1.7 DIPLOMA OF JAPANESE STUDIES (DJAST)	24
1.8 GRADUATE DIPLOMA OF CONTEMPORARY INTERNATIONAL STUDIES (GDCIS)	26
1.9 PAPER DESCRIPTIONS	28
2 STUDY FACILITIES	60
2.1 IPU NEW ZEALAND LIBRARY	60
2.2 COMPUTERS AND IT SUPPORT	61
2.3 BORROWING EQUIPMENT	61
3 ACADEMIC SKILLS AND TECHNIQUES	62
3.1 ACADEMIC READING SKILLS	62
3.2 EVALUATION OF INTERNET SOURCES	63
3.3 WRITING ESSAYS AND REPORTS	64
3.4 COMMON KEY WORDS IN QUESTIONS	68
3.5 PLAGIARISM AND ACADEMIC HONESTY	69

3.5.1	COPYING	69
3.5.2	RECYCLING	72
3.5.3	ASSIGNMENT CHEATING	73
3.5.4	EXAM/TEST CHEATING	73
3.6	PREPARING FOR PRESENTATIONS	73
3.7	FORMAL DISCUSSION SKILLS	75
3.8	STUDY TECHNIQUES	76
4	ASSESSMENT AND GRADING	77
4.1	GRADING STANDARDS	77
4.2	SUBMISSIONS FOR LATE ASSIGNMENTS AND EXTENSIONS	78
4.3	ATTENDANCE	79
4.4	DOCUMENTATION TO HAND IN WITH YOUR PROJECT	79
5	GETTING HELP	80
5.1	HELP WITH HEALTH AND PERSONAL PROBLEMS	80
5.2	HELP WITH ACADEMIC LANGUAGE AND WRITING SUPPORT	80
5.3	GENERAL ACADEMIC HELP	81

Message from Heads of School

It is a pleasure to welcome you to our degree programme at IPU New Zealand Tertiary Institute. The programme is designed to provide you with learning experiences that will challenge and broaden your thinking, that will expose you to new ideas and help prepare you for working in the world of tomorrow. The programme aims to produce graduates who are eager to learn and to apply the knowledge and skills that they have developed. Today's graduates must be inquiring, adaptable, creative and critical in their thinking as well as being able to identify problems and solutions. IPU New Zealand's degree programme is approved by the New Zealand Qualifications Authority which is the government agency charged with ensuring that such programmes are of high quality.

Graduates from our degree programme can be found working in a wide range of organisations, both in their own countries and abroad, in governmental agencies, NGOs, the hospitality and tourism industries, international relations and in various business, cultural and education institutions. The international and interdisciplinary nature of the degree programme provides teaching and learning that crosses traditional boundaries of nationality and subject areas as students engage with issues ranging from environment to business to poverty to security, as just a few examples of our study areas.

Whatever your home country, you will become part of an international learning community at IPU New Zealand where students come from twenty different countries. Your classes will consist of people from a variety of countries and languages. Mixing with other students during classes and extra-curricular activities is an important feature of life at the Institute while it is a valuable incentive to learn about other places and their cultures as well as being directly involved in language learning. Such experiences help our students to think towards the future; to think about the world in which they will live and work and to consider how they can contribute in their own ways to tomorrow's world. Many IPU New Zealand students remain friends so that they are able to network socially and professionally long after completing their studies. In many cases, their world expands to encompass the wider Asia-Pacific region, which has become so important economically, politically, culturally and strategically.

Degree study is not easy. It requires commitment and effort in order to gain the most from it and to be aware and ready for the future. Your lecturers are ready to help guide and work with you in that learning process. I am very happy that you have chosen to undertake your degree studies with us at IPU New Zealand. I shall be interested to observe your progress and I look forward to the day when you graduate and take your degree into the wider world. Best wishes as you enter your degree study programme!

Degree Studies at IPU New Zealand

1.1 IPU New Zealand Graduate Profile

At IPU New Zealand, we are keen to educate students in areas they are interested in and excited about. By understanding their needs in the areas of interest, we hope we can involve you in diverse range of disciplines in the postgraduate programme.

Your keen focus on the business and sustainability, international relations, language and culture will help you to develop a unique IPU New Zealand Graduate Profile below.

Characteristics of an IPU New Zealand Graduate

Students will graduate with the characteristics in this profile:

1. Are confident and independent and are able to set their own goals
2. Contribute positively to the global and local community
3. Act with professional courtesy and integrity
4. Are able to apply what has been learned in a range of vocational setting
5. Know how to access and evaluate information in a range of ways
6. Are curious and excited about learning
7. Think critically to solve problems collaboratively
8. Can listen to others from different countries
9. can communicate cross-culturally in a range of contexts and social settings
10. Value creative and sustainable solutions

1.2 Tertiary Studies in New Zealand

For overseas students, life and study in a new country can be difficult at first. Many things will be new to you, including studying in English as a second language. However, language is not the only difference. For example, the roles and expectations of teachers and students in New Zealand may be different from your own country.

You may find it helpful to know about these.

General

Gaining access to a tertiary institute or university is a big achievement – but it doesn't stop here. Students are **expected to continue their hard work** throughout their whole study programme in order to make ongoing progress.

At the beginning of each paper, your lecturer will give you a paper outline. This includes important information about the paper, including due dates for all assessments. You should use this information to plan your studies. At a later date, you may need to provide information about what you have studied to other institutions where you want to do further study, or to your future employer or Immigration New Zealand; therefore you should keep these outlines after completing the papers.

In Class

- In New Zealand classrooms students are **expected to participate**, which means you should try to speak or take part in discussions.
- **Asking questions or challenging your lecturers is not rude.** In fact, you are encouraged to do so because it shows your interest and thoughts about issues. In New Zealand, like many western cultures, being able to speak in front of others is regarded as an important skill.
- It is **important to keep eye contact with people** you are speaking to. This is good to remember when you talk or give presentations in class.
- **Asking for help is quite normal** for students in New Zealand. You need not feel embarrassed if you need help with assignments, language difficulties or personal matters. All staff, including lecturers, Student Services, and Deans are happy to help you where they can.
- You may be used to learning and memorising many facts. In New Zealand it is also important to know and understand facts, but students are encouraged to think critically about them as well. This means you need to develop your own ideas and opinions!
- Studying with students from many different countries means that you will find some of their behaviours unusual or even rude and others may not understand your behaviours. For example, in some cultures it is bad manners to blow your nose when you have a cold, whereas in others (including NZ) it is impolite not to!
- Copying work for assignments is not acceptable (see the section on “Plagiarism” in this study guide). The **work you do for assignments has to be your own**; if it isn't you need to include information on your sources!
- **Self-directed learning is an important part** of studying at IPU New Zealand. The purpose for this is to help you develop independent learning strategies.

Personal

The first few weeks of living in another culture are usually exciting and interesting. If you start feeling frustrated, unhappy or even homesick after the first few months don't panic – this is normal! Many people feel this kind of culture shock. With time and growing understanding of the differences in people and things you will soon feel great again.

Work-life balance

While it is important to work hard and pass your papers, it is also important to look after yourself, to socialise and have fun. Planning your workload will help to allow yourself time to do other things. During your time here, please take opportunities to join clubs, meet people, volunteer and do other things you enjoy.

1.3 Glossary of Terms

APA Referencing	IPU New Zealand's preferred format for identifying sources of information (see Section 1 of the Referencing and Style Guide at the back of this Handbook.)
Compulsory	Required, you must take this or do this
Corequisites	are two courses that you must enrol in at the same time
Credit	Each paper has a credit value which signifies that paper's contribution to the qualification enrolled for, and indicates the total learning hours for the paper (both class time and self directed learning). One undergraduate paper = 15 credits. One Bachelors degree = 24 papers = 360 credits. 15 credits = 150 learning hours.
Critical thinking	Analysing an idea and making a judgement
Cross credit	Process which applies previous study in another programme at IPU New Zealand towards a new programme of study
Credit transfer	Process which applies previous study at another tertiary institution, towards your study at IPU New Zealand.
Dean	Academic leader of a Programme
Disciplinary Action	Formal process of warning and/or exclusion if you are found to break rules, plagiarise or cheat.
Grade	Mark, score (A-F)
GPA	Grade Point Average. A = 9 points; E, F = 0 points.
Interdisciplinary	Thinking from a variety of academic perspectives. At IPU New Zealand we consider economics/business, politics/international relations, environment, language and culture.
Level 5, 6, 7 papers	Level 5 – 1st year degree level Level 6 – 2nd year degree level Level 7 – 3rd year degree level
Major	is the subject area you choose to focus on within your degree
Paper	Course of study, 50 hours of classroom learning and 100 hours of self directed learning
Paper code	Reference number for a course
Plagiarism	Pretending somebody else's idea or work is your own.
Prerequisites	are papers that must be completed before enrolling in a paper.
Programme	Course of study, eg degree
Qualification	Certificate you are awarded after you complete all the requirements of your programme of study. Eg Bachelor of Contemporary International Studies.
Self directed learning	Study you are expected to do outside of class, including reading, reusing, completing assignments.
Tutorial	Class time that may/may not be optional. Often more student-led than lecturer-led.

1.4 The Interdisciplinary BCIS

The BCIS is distinctive from other Bachelor programmes in New Zealand in that all students must take a common core of papers comprising Business Studies, Environmental Studies, International Relations, and Language and Culture. You must also do a major interdisciplinary project in your final year. You may if you wish specialise in *International Business Studies, International Relations, TESOL and Language Studies, or Japanese Studies.*

1.5 The Structure of your Degree

In order to graduate with a Bachelor of Contemporary International Studies, there are a number of requirements – please take these into consideration when selecting your papers.

BCIS requirements (further details below)

- a) A total of 360 credits is required; this would usually be 24 15-credit papers each of one Semester duration.
- b) 8 core interdisciplinary papers – these are compulsory for all BCIS students.
- c) 6 language or culture papers – particular requirements depend on native language and English ability
- d) Papers are identified at levels of difficulty; there are a required number of papers to take at each level
- e) If you choose to obtain one of the majors, it will have its own additional requirements you must also meet.

a) Total Credits

360 credits, which is equivalent to 24 15-credit papers. Fulltime study is 8 papers in one Academic year. New Zealand students should check with Academic Registry about related requirements for loans and study allowances from Study Link. In Semesters 1 and 2 the minimum number of papers a full time student can take is 3.

b) Core interdisciplinary papers – compulsory for all degree students

Interdisciplinary Component

30.501	Principles of Economics
40.501	Introduction to Environmental Sustainability
50.501	Introduction to International Relations
90.602	Internationalism

Research Skills Component

90.501	Research/Study Skills 1
90.601	Research/Study Skills 2
90.701A	Interdisciplinary project
90.701B	Interdisciplinary project

The degree culminates in an interdisciplinary research project which links subject interest and research skills built upon during the degree.

c) Language and Culture papers

You must take at least six language or culture papers. Which papers you take may depend on your first language and your level of English. You should confirm your language papers selection with the Head of School

The following criteria should be met:

- Students may not take any language papers in their own first language, but may take their own culture papers. Native English speakers are recommended to take Communication in the Globalised World.
- Before studying a language other than English, a high level of competence in English must be obtained. You may study a third language at the discretion of the Head of School

d) Levels of difficulty

Level 5 papers (such as 40.501, 50.515 and so on) are introductory papers. As students move up into level 6 papers (such as 40.613, 50.612), they are expected to have greater knowledge and also more sophisticated language abilities. At level 7 students should be able to write longer and better assignments and also be able to demonstrate higher level critical thinking abilities. As you progress through your degree you will need to continue to improve the level of your content understanding and your academic skills in order to complete papers at higher levels. For this reason, Level 7 papers can only be considered from the second year.

Level	Credits
5	Up to 180 credits (maximum of 12 papers)
6	At least 90 credits (minimum of 6 papers)
7	At least 75 credits (minimum of 5 papers)
Total	360 credits (24 papers)

e) Major requirements

All majors require the completion of:

- 2 specialty papers at Level 5,
- 3 specialty papers at level 6, and
- 3 specialty papers at level 7.

The core papers do not count towards specialty papers.

The International Business Studies major has four optional specialisations within it – each of these specialisations has its own requirements.

See further details for each major -*Section 1.5*

Other considerations before selecting your papers

- Prerequisites: Some papers cannot be taken until other specific papers have been completed. You should therefore make a study plan and consider which papers you will want to take later.
- Co-requisites: These papers must be taken together
- Not all papers are offered every Semester
- Use the checklist and pathway chart on the following pages to help plan your pathway.

1.5.1 PAPER CHECKLIST

DEGREE CHECKLIST

Use this checklist when planning your study pathway. Bring this form with you when enrolling with your assistant dean. Students wishing to follow the International Business Studies (IBS) specialisations should use the shaded sections.

For more information or assistance, please email areg@ipu.ac.nz



PAPERS

	LEVEL 5	LEVEL 6	LEVEL 7
CORE Compulsory for all BCIS students	<input type="checkbox"/> 30.501	<input type="checkbox"/> 90.601	<input type="checkbox"/> 90.701A
	<input type="checkbox"/> 40.501	<input type="checkbox"/> 90.602	<input type="checkbox"/> 90.701B
	<input type="checkbox"/> 50.501		
	<input type="checkbox"/> 90.501		
LANGUAGE/CULTURE At least six papers at any level	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		<input type="checkbox"/>	<input type="checkbox"/>
IBS Specialisations	<input type="checkbox"/> English Communication 1	<input type="checkbox"/> 90.604	
	<input type="checkbox"/> English Communication 2	<input type="checkbox"/> 90.605	
	<input type="checkbox"/>	<input type="checkbox"/> 90.606	
MAJOR Students may choose from one of the four majors	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		<input type="checkbox"/>	<input type="checkbox"/>
IBS Specialisations	<input type="checkbox"/> 30.502	<input type="checkbox"/> 30.602	<input type="checkbox"/>
	<input type="checkbox"/> 30.503	<input type="checkbox"/> 30.603	<input type="checkbox"/>
		<input type="checkbox"/>	<input type="checkbox"/>
ELECTIVES two papers at any level for students studying towards a major; 10 for students without a major, including at least three papers at Level 6 and three papers at Level 7	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>		
Accounting Technician Pathway	<input type="checkbox"/> 30.513 Intl. Business Law		
24 PAPERS TOTAL			
	no more than 12	at least 6	at least 5

Pathway Plan

Summer Term or Semester 1 Entry

Year	Semester	Paper	Recommended	Major
1	Summer	<input type="checkbox"/> _____		
	1	<input type="checkbox"/> 30.501 Principles of Economics <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____	Compulsory-ID 1x English	Language 1 Language 2
	2	<input type="checkbox"/> 40.501 Intro to Environmental Sustainability <input type="checkbox"/> 50.501 Intro to International Relations <input type="checkbox"/> _____ <input type="checkbox"/> _____	Compulsory- ID Compulsory- ID	Language 3 Language 4
2	Summer	<input type="checkbox"/> _____		
	1	<input type="checkbox"/> 90.501 Research Skills 1 <input type="checkbox"/> 90.602 Internationalism <input type="checkbox"/> _____ <input type="checkbox"/> _____	Compulsory- research Compulsory-ID	L5 Major L5 Major
	2	<input type="checkbox"/> 90.601 Research Skills 2 <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____	Compulsory- research 1x Language/culture	L6 Major L6 Major
3	Summer	<input type="checkbox"/> _____		2 x TESOL for TESOL major
	1	<input type="checkbox"/> 90.701A Project A <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____	Compulsory- research 1x Elective	L7 Major L6 Major
	2	<input type="checkbox"/> 90.701B Project B <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____	Compulsory- research 1 x Elective	L7 Major L7 Major
	Summer	<input type="checkbox"/> _____		

Semester 2 Entry

Year	Semester	Paper	Recommended	Major
1	2	<input type="checkbox"/> 40.501 Intro to Environmental Sustainability <input type="checkbox"/> 50.501 Intro to International Relations <input type="checkbox"/> _____ <input type="checkbox"/> _____	Compulsory- ID Compulsory- ID	Language 1 Language 2
	Summer	<input type="checkbox"/> _____		
	1	<input type="checkbox"/> 30.501 Principles of Economics <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____	Compulsory-ID 1x English	Language 3 Language 4
2	2	<input type="checkbox"/> 90.501 Research Skills 1 <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____	Compulsory- research 1x Language/culture	L5 Major L5 Major
	Summer	<input type="checkbox"/> _____		
	1	<input type="checkbox"/> 90.601 Research Skills 2 <input type="checkbox"/> 90.602 Internationalism <input type="checkbox"/> _____ <input type="checkbox"/> _____	Compulsory- research Compulsory-ID	L6 Major L6 Major
3	2	<input type="checkbox"/> 90.701A Project A <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____	Compulsory- research	L6 Major L7 Major L7 Major
	Summer	<input type="checkbox"/> _____		2 x TESOL for TESOL major
	1	<input type="checkbox"/> 90.701B Project B <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____	Compulsory- research 1x Elective 1 x Elective	L7 Major

1.5.2 PAPER OFFERINGS

For descriptions of these papers, please see Section 1.9

Papers are coded according to subject area as follows:

10.xxx	English Language Studies and TESOL (LS)
20.xxx	Japanese Studies (JS)
30.xxx	International Business Studies (IBS)
40.xxx	International Environmental Studies (IES)
50.xxx	International Relations (IR)
70.xxx	Mandarin Studies
80xxx	Ecotourism (ET)
90.xxx	Interdisciplinary Studies

NB:

1. The below table notes which Semester papers are most commonly offered, in order to aid with enrolment planning. This is subject to change.
2. The final column of the below table notes which papers may be credited towards a major, or as a Language/Culture paper (L/C). Papers which can be counted towards a major or as Language/Culture, may be credited to either of these, but not both.
3. Within the IBS major, students may further specialise in one of the following areas: Accounting (A), Finance (F), Management (Mn) or Marketing (Mk). The papers required for these specialisations are also noted in the Major column below. See also the chart in section 1.5.3.

Code	Name	Pre-requisite	Usual Semester	Major
COMPULSORY COMPONENT				
– compulsory for all degree students				
Interdisciplinary papers				
30.501	Principles of Economics		S1, Summer	
40.501	Introduction to Environmental Sustainability		S2	
50.501	Introduction to International Relations		S2	
90.501	Research and Study Skills 1		S1, S2	
90.601	Research and Study Skills 2	90.501	All	
90.602	Internationalism	50.501	S1	
90.701A	Interdisciplinary Project A		All	
90.701B	Interdisciplinary Project B	90.701A	All	
MAJORS/ELECTIVES				
English Language and TESOL				
10.501	Language Skills for Academic and Business Purposes			L/C

10.502	Development of the Communication Process			L/C
10.505	Introduction to Language and Communication		S1	LS; L/C
10.510	Introductory Degree Study Skills			
10.511	Intercultural Communication		S1	LS; L/C
10.512	Contemporary Short Stories		S2	LS; L/C
10.513	Professional Communication		S2	LS; L/C
10.514	Communication in the Globalised World		S1	LS; L/C
10.515	The Study of Language		S1	LS; L/C
10.604	English Skills 6: English for Professional Purposes			L/C
10.612	Asia Pacific Cultures through Literary Texts			LS; L/C
10.613	Film Studies [not currently offered			LS; L/C
10.614	English as an International Language	or 10.711 – not both		LS; L/C
10.615	Creative Writing		S1	LS; L/C
10.616	Introduction to Language Teaching	10.515	S2	LS; L/C
10.617	Introduction to Language Learning	10.515	S2	LS; L/C
10.711	English as an International Language			LS; L/C
10.712	Literature and the Land	10.512 or 10.612	S1	LS; L/C
10.713A/B	Introduction to TESOL A & B		Summer	LS; L/C
10.714	Teaching Young Learners	10.713A		LS; L/C
10.715	The Structure of Modern English for TESOL		S2	LS; L/C
Japanese				
20.501	Contemporary Japanese 1: Speaking & Listening	co-requisite 20.502	S1, S2	JS; L/C
20.502	Contemporary Japanese 2: Reading & Writing	co-requisite 20.501	S1, S2	JS; L/C
20.503	Contemporary Japanese 3: Speaking & Listening	prerequisite 20-501, co-requisite 20.504	S1, S2	JS; L/C
20.504	Contemporary Japanese 4: Reading & Writing	20.502, co-requisite 20.503	S1, S2	JS; L/C
20.505A-D	Japanese Skills IA-ID	20.503, 20.504		JS; L/C
20.506A-D	Japanese Advanced IA-ID	20.505A-D		JS; L/C
20.509A	English to Japanese Translation 1	for native speakers of Japanese	Summer	IBS; JS; L/C
20.511	Japanese Civilisation 1			JS; L/C
20.512	Japanese Business 1		S1	IBS; JS; L/C
20.513	History of Modern Japan		S1	JS; L/C
20.601	Contemporary Japanese 5: Speaking &	20.503	S1, S2	JS; L/C

	Listening			
20.602	Contemporary Japanese 6: Reading & Writing	20.504	S1, S2	JS; L/C
20.603	Contemporary Japanese 7: Speaking & Listening	20.601	S1	JS; L/C
20.604	Contemporary Japanese 8: Reading & Writing	20.603	S1	JS; L/C
20.605A-D	Japanese Skills IIA-IID	20.503, 20.504		JS; L/C
20.606A-D	Japanese Advanced Level IIA-IID	20.605A-D		JS; L/C
20.609A	English to Japanese Translation 2	for native speakers of Japanese		IBS; JS; L/C
20.611	Japanese Civilisation 2 [not currently offered]			JS; L/C
20.612	Japanese Business 2		S2	IBS; JS; L/C
20.613	Political Economy of Japan [not currently offered]			JS; L/C
20.701	Contemporary Japanese 9: Speaking & Listening	20.603	S1, S2	JS; L/C
20.702	Contemporary Japanese 10: Reading & Writing	20.604	S1, S2	JS; L/C
20.703	Contemporary Japanese 11: Speaking & Listening	20.701	S1, S2	JS; L/C
20.704	Contemporary Japanese 12: Reading & Writing	20.702	S1, S2	JS; L/C
20.705A-D	Japanese Skills 3A-3D	20.703, 20.704		JS; L/C
20.706A-D	Japanese Advanced IIIA-III D	20.705A-D	C-S1; D-S2	JS; L/C
20.709A	English to Japanese Translation 3	20.609A		JS; L/C
20.709B	Japanese to English Translation	for native speakers of English		JS; L/C
20.711	Social Conflict in Modern Japan		S2	IR; JS; L/C
20.713	Japanese Foreign Policy		S1	IR; JS; L/C
International Business Studies Papers				
30.502	Statistics		S1	IBS
30.503	Financial and Management Accounting		S2	IBS
30.513	New Zealand Business Law	30.501	S1	IBS(A)
30.514	Business and Sustainability		S1	IBS; IES
30.602	Fundamentals of Corporate Finance	30.503	S2	IBS
30.603	Management Accounting	30.503	S1	IBS

30.611	The Asia-Pacific Business Environment	30.501		IBS; L/C
30.616	The Business of the Environment	40.501 or 30.514 or 40.511		IBS; IES
30.622	Investment Management	30.501 & 30.503	S1	IBS(F)
30.623	Auditing	30.501 & 30.503	S1	IBS(A)
30.624	Product Management	90.604	S1	IBS(Mk)
30.625	Organisational Behaviour		S1	IBS(Mn)
30.722	Financial Markets and Financial Institutions	30.503 & 30.602	S2	IBS(F)
30.723	Advanced Financial Accounting	30.503	S2	IBS(A)
30.724	Marketing Research and Analysis	30.502 & 90.604	S2	IBS(Mk)
30.725	Operations Management	30.501	S2	IBS(Mn)
30.732	Quantitative Method in Finance	30.501 & 30.602		IBS(F)
30.733	Taxation	30.501 & 30.503	S2	IBS(A)
30.734	Entrepreneurial Marketing	30.501 & 90.604		IBS(Mk)
30.735	Management of Multinational Companies	90.605	S2	IBS(Mn); L/C
30.742	International Financial Management	30.501 & 30.503 & 30.602	S1	IBS(F)
30.743	Advanced Auditing and Assurance	30.503 & 30.623	S1	IBS(A)
30.744	Consumer Behaviour	30.502 & 90.604	S1	IBS(Mk); L/C
30.745	Project Management	30.501	S1	IBS(Mn)
Environmental Studies Papers (major not currently offered)				
40.511	The Human Environment			ES
40.612	Environmental Monitoring and Assessment			ES
40.613	Natural Disasters & Emergency Management	40.501	S2	ES
40.614	Biological Conservation	40.501		ES
40.615	Regional Environmental Systems and Management	40.501		ES
40.616	Urban Environmental Systems and Management	40.501		ES
40.712	Biological Conservation		S2	ES
40.713	Global Environmental Issues	40.501		ES
40.717	Environmental Monitoring and Assessment	40.501		ES
International Relations papers				
50.514	New Zealand – East Asian Relations		S1	IR; L/C

50.515	Introduction to Political Studies		S1	IR
50.611	Human Rights		S1	IR
50.612	Politics of the Free Market			IR
50.613	Politics of the Environment			IR
50.615	Southeast Asia		S2	IR; L/C
50.616	North East Asia		S2	IR; L/C
50.711	War and Peace: Security and Stability		S2	IR
50.712	Foreign Policy in the Information Age			IR
50.714	Politics of Environmental Sustainability	40.501	S1	IES; IR
Mandarin Papers				
70.521	Mandarin 1: Speaking and Listening 1		S1, S2	L/C
70.522	Mandarin 2: Reading and Writing 1		S1, S2	L/C
70.523	Mandarin 3: Speaking and Listening 2			L/C
70.524	Mandarin 4: Reading and Writing 2		S2	L/C
70.611	Chinese 3 (Mandarin)			L/C
Ecotourism Papers (major not currently offered)				
80.501	Introduction to Tourism			ET
80.502	Introduction to Ecotourism		S1	ET
80.601	Ecotourism and Protected Natural Areas	80.502		ET
80.602	Ecotourism and Culture: Empowering Communities [80.502		ET
80.603	Ecotourism Internship	80.601, 80.602		ET
80.701	Ecotourism Planning	80.601, 80.602		ET
80.702	Ecotourism Interpretation	80.601, 80.602		ET
80.703	Future Directions for Ecotourism	80.701, 80.702		ET
Interdisciplinary Papers				
90.604	Marketing Management		S2	IBS; L/C
90.605	Organisation Management and Culture		S2	IBS; L/C
90.606	International Business	30.501	S1	IBS; L/C
90.612A/B	Professional Internship Project		All	Any*

*The Internship paper can potentially be credited towards any major, depending on the focus of the Internship. International students planning to take the Internship paper should check the work rights granted on their visa as Internship practical hours count towards the allowed work hours.

1.6 BCIS Majors

1.6.1 TESOL AND LANGUAGE STUDIES MAJOR

Teaching is a very popular career choice, especially for those who wish to travel after graduation. This major is designed as an introduction to teaching either English or Japanese to non-native speakers. As well as learning a 'foreign' language, students in this programme must enhance their own language skills (either English or Japanese) and gain an understanding of how languages are acquired.

As part of their TESOL and Language Studies major, students whose first language is English, or who are non-native speakers of English with an English level of approximately 7.5 IELTS, may enrol for the course offered at IPU New Zealand leading to the internationally recognised Trinity College London Certificate in Teaching English to Speakers of Other Languages (TESOL).

The TESOL and Language Studies major requires successful completion of eight specialist papers from the list below, some of which are compulsory. These must include two at level 5, three at level 6 and three at level 7. This is in addition to the BCIS requirements of eight compulsory core papers, and six language/culture papers. The final two papers needed for the BCIS can be chosen either from this list, or from the wider BCIS programme.

Requirements for the TESOL and Language Studies Major

	Credits	Compulsory papers
Two specialist papers at level 5	30	10.515
Three specialist papers at level 6	45	10.616, 10.617
Three specialist papers at level 7	45	10.713A, 10.713B
Six Language/Culture papers	90	
Eight Core Compulsory papers	120	30.501, 40.501, 50.501, 90.501, 90.601, 90.602, 90.701A, 90.701B
Two Electives	30	
Total	360	

1.6.2 JAPANESE STUDIES MAJOR

Many speakers of other language wish to become proficient in Japanese language or to combine Japanese language and culture studies for their BCIS. Some students complete the one-year Diploma in Japanese Studies before moving to the BCIS and cross-crediting the language papers. The many Japanese students at IPU New Zealand are a wonderful resource for practising the language every day! This, combined with the fact that all our teachers of Japanese are native speakers, helps make IPU New Zealand the leading institution in New Zealand for Japanese studies.

The Japanese Studies major requires successful completion of eight Japanese language or culture papers from the list below, including two at level 5, three at level 6 and three at level 7. This is in addition to the BCIS requirements of eight compulsory core papers, and six language or culture papers. The final two papers needed for the BCIS can be chosen either from this list or from the wider BCIS programme.

Requirements for the Japanese Studies Major

	Credits	Compulsory papers
Two specialist papers at level 5	30	
Three specialist papers at level 6	45	
Three specialist papers at level 7	45	
Six Language/Culture papers	90	
Eight Core Compulsory papers	120	30.501, 40.501, 50.501, 90.501, 90.601, 90.602, 90.701A, 90.701B
Two Electives	30	
Total	360	

1.6.3 INTERNATIONAL BUSINESS STUDIES MAJOR

Business is a dynamic and challenging vocation. Students are introduced to four major areas of business: management, accounting and finance, economic environments and marketing. The programme endeavours to provide graduates with a solid grounding in practical business concepts and principles through instruction that places equal emphasis on both theory and application. It includes the study of contemporary international business concerns relevant to students from diverse cultural backgrounds who are seeking employment in international companies or in small business firms involved with global importing or exporting.

The International Business Studies major requires successful completion of eight specialist papers from the list below, including two at level 5, three at level 6 and three at level 7. This is in addition to the BCIS requirements of eight compulsory core papers, and six language/culture papers. The final two papers needed for the BCIS can be chosen either from this list, or from the wider BCIS programme. The interdisciplinary project that forms two of the compulsory core papers must have a topic within this speciality.

Requirements for the International Business Studies Major

	Credits	Compulsory papers
Two specialist papers at level 5	30	
Three specialist papers at level 6	45	
Three specialist papers at level 7	45	
Six Language/Culture papers	90	
Eight Core Compulsory papers	120	30.501, 40.501, 50.501, 90.501, 90.601, 90.602, 90.701A, 90.701B
Two Electives	30	
Total	360	

IBS Specialisations

Students completing a major in International Business Studies may choose to focus on one of four specialities within the major. These are Accounting, Finance, Management and Marketing. To obtain an endorsement in the chosen specialty, one Level 6 and all 3 Level 7 IBS papers must be in that specialty.

Requirements for the International Business Studies Major with a specialisation

	Credits	Compulsory papers
Two specialist papers at level 5	30	30.502, 30.503
Three specialist papers at level 6	45	30.602, 30.603
Three specialist papers at level 7	45	
Six Language/Culture papers	90	10.513; 10.514; 90.604; 90.605; 90.606
Eight Core Compulsory papers	120	30.501, 40.501, 50.501, 90.501, 90.601, 90.602, 90.701A, 90.701B
Two Electives	30	
Total	360	

INTERNATIONAL BUSINESS STUDIES CORE PAPERS

Level 5	30.502 Statistics	30.503* Financial Accounting	30.501* Principles of Economics	English Communication I	English Communication II
Level 6	30.602* Fundamentals of Corporate Finance	30.603* Management Accounting	90.604 Marketing Management	90.605* Organisation Management and Culture	90.606 International Business

	Finance	Accounting	Marketing	Management
SPECIALITIES				
1 Speciality paper at Level 5 for AT		30.513* New Zealand Business Law		
1 Speciality paper at Level 6	30.622 Investment Management	30.623* Auditing	30.624 Product Management	30.625 Organisational Behaviour
3 Speciality papers at Level 7	30.722 Financial Markets and Financial Institutions	30.723* Advanced Financial Accounting	30.724 Marketing Research & Analysis	30.725 Operations Management
	30.732 Quantitative Method in Finance	30.733* Taxation	30.734 Entrepreneurial Marketing	30.735 Management of Multinational Companies
	30.742 International Financial Management	30.743 Advanced Auditing and Assurance	30.744 Consumer Behaviour	30.745 Project Management

Please Note: Not all papers are guaranteed to be offered every year.

* These nine papers need to be taken to fulfil the requirements for the CAANZ Accounting Technician Pathway.

■ Compulsory paper for all BCIS students. For a detailed description of each paper, see our website www.ipu.ac.nz

1.6.4 ACCOUNTING TECHNICIAN (AT) QUALIFICATION

AT registration with CA ANZ requires completion of academic and practical experience requirements.

AT: Academic Requirements

Passing the papers listed below will enable you to fulfil the academic requirements for an Accounting Technician (AT) qualification with the Chartered Accountants Australia and New Zealand. (CAANZ)

2017 entry onwards	2016, 2015 entry	
New code	New code	Old code
Each of:	Each of:	
30.501	30.501	30.501
30.503	30.503	30.511
30.602		
30.603	30.603	30.610
90.605	90.605	30.614
30.513	30.513	30.513
30.723	30.723	30.715
One from:	Two from:	
30.623	30.623	30.620 AND 30.515
30.733	30.733	-
	30.602	30.711

You can attain “Provisional Membership” after passing the above papers, and can graduate from IPU New Zealand as a Provisional Member of CAANZ. You will need to apply to the CAANZ for this membership]

Accounting Technician (AT): Practical Experience Requirements

You must complete TWO years of full time relevant accounting employment.

Relevant accounting employment is one that provides 35 hours per week experience in at least one of the following areas:

- **Financial accounting**
- **Auditing**
- **General practice**
- **Management accounting**
- **Taxation**
- **Financial management**
- **Financial advice**
- **Treasury**
- **Academia**
- **Information systems**
- **Comparable sub-divisions of accounting.**

This experience will need to be verified by your Supervisor or Manager and reviewed by a CAANZ ACA or CA who has been a member for at least five years.

Relevant accounting employment can be completed before, during or after completion of your academic requirements.

1.6.5 INTERNATIONAL ENVIRONMENTAL STUDIES MAJOR (Not currently offered)

Everything we do, at some stage, will impact in one way or another on the environment. Increasingly, businesses and government agencies have to take environmental issues into account as part of their everyday activities. Environmental Studies help students to understand environmental issues of international significance. Human environments from around the world are studied in this programme as are issues such as global warming, pollution, endangered species, genetic modification, natural hazards, alien invasive species, overpopulation, natural resources and solid waste management. The roles of governments, businesses, non-government organisations and international agencies and the possibilities for international cooperation in achieving global sustainable management and development are also studied.

The Environmental Studies major requires successful completion of eight specialist papers from the list below, including two at level 5, three at level 6 and three at level 7. This is in addition to the BCIS requirements of eight compulsory core papers, and six language or culture papers. The final two papers of the 24 required by the BCIS can be chosen either from this list or from the wider BCIS programme.

Requirements for the International Environmental Studies Major

	Credits	Compulsory papers
Two specialist papers at level 5	30	
Three specialist papers at level 6	45	
Three specialist papers at level 7	45	
Six Language/Culture papers	90	
Eight Core Compulsory papers	120	30.501, 40.501, 50.501, 90.501, 90.601, 90.602, 90.701A, 90.701B
Two Electives	30	
Total	360	

1.6.6 INTERNATIONAL RELATIONS MAJOR

All global initiatives are largely determined on political terms. Studying International Relations gives students a better understanding of the causes and problems associated with current events and helps with their understanding of other cultures. By realising the complexities involved in human relations on a regional, national, and a global basis students gain a greater understanding of how global civil society really works.

International Relations (IR) looks at current events and how society is influenced by politics on a regional, national, and global basis. Students taking this major have been employed by the ASEAN Secretariat in Jakarta, at the New Zealand Embassy in Jakarta, at the Singapore Embassy in Jakarta, at the New Zealand Embassy in Bangkok, as a program development specialist with USAID in Bangkok, as a senior trade officer with the Queensland Government Trade and Investment Office in Indonesia, and with the Red Cross (Red Crescent).

The International Relations major requires successful completion of eight specialist papers from the list below, some of which are compulsory. These must include two at level 5, three at level 6 and three at level 7. This is in addition to the BCIS requirements of eight compulsory core papers, and six language/culture papers. The final two papers of the 24 needed for the BCIS can be chosen either from this list, or from the wider BCIS programme.

Requirements for the International Relations Major

	Credits	Compulsory papers
Two specialist papers at level 5	30	50.515
Three specialist papers at level 6	45	
Three specialist papers at level 7	45	
Six Language/Culture papers	90	
Eight Core Compulsory papers	120	30.501, 40.501, 50.501, 90.501, 90.601, 90.602, 90.701A, 90.701B
Two Electives	30	
Total	360	

1.6.7 ECOTOURISM MAJOR [Not currently offered]

This major aims to produce graduates suited to careers as operators, guides or planners in ecotourism and in other sectors of the tourism industry. It integrates concern for the host or destination community and the process of tourism planning and development in the context of ecologically sustainable development. It considers the relationships between tourism and heritage management; mechanisms for regional and community planning and development; and the role of tourism as a social, cultural and economic phenomenon.

Graduates will have:

- Excellent communication skills, business management and marketing skills necessary for the industry
- A knowledge of how companies, destinations and governments respond to the evolving competitive environment
- The ability to analyse how corporate, public sector and community initiatives can shape the ability of ecotourism to generate benefits for local people

The Ecotourism major requires successful completion of all eight specialist papers listed below. This is in addition to the BCIS requirements of eight compulsory core papers, and six language/culture papers. The final two papers of the 24 needed for the BCIS can be chosen from the wider BCIS programme.

Requirements for the Ecotourism Major

	Credits	Compulsory papers
Two specialist papers at level 5	30	
Three specialist papers at level 6	45	
Three specialist papers at level 7	45	
Six Language/Culture papers	90	
Eight Core Compulsory papers	120	30.501, 40.501, 50.501, 90.501, 90.601, 90.602, 90.701A, 90.701B
Two Electives	30	
Total	360	

1.7 DIPLOMA OF JAPANESE STUDIES (DJAST)

The Diploma of Japanese Studies consists of eight papers: a minimum of four Japanese language papers, at any level, plus up to four elective culture papers.

This programme is expiring and no new admissions will be permitted from April 2020

Japanese Language papers (complete at least four)

20.501	Contemporary Japanese 1: Speaking & Listening
20.502	Contemporary Japanese 2: Reading & Writing
20.503	Contemporary Japanese 3: Speaking & Listening
20.504	Contemporary Japanese 4: Reading & Writing
20.505A-D	Japanese Skills IA-ID
20.506A-D	Japanese Advanced IA-ID
20.509A	English to Japanese Translation 1
20.601	Contemporary Japanese 5: Speaking & Listening
20.602	Contemporary Japanese 6: Reading & Writing
20.603	Contemporary Japanese 7: Speaking & Listening
20.604	Contemporary Japanese 8: Reading & Writing
20.605A-D	Japanese Skills IIA-IID
20.606A-D	Japanese Advanced Level IIA-IID
20.609A	English to Japanese Translation 2
20.701	Contemporary Japanese 9: Speaking & Listening
20.702	Contemporary Japanese 10: Reading & Writing
20.703	Contemporary Japanese 11: Speaking & Listening
20.704	Contemporary Japanese 12: Reading & Writing
20.705A-D	Japanese Skills 3A-3D
20.706A-D	Japanese Advanced IIIA-III D
20.709A	English to Japanese Translation 3
20.709B	Japanese to English Translation

Elective papers (complete up to four)

10.511	Intercultural Communication
10.513	Professional Communication

10.514	Communication in a Globalised World
10.611	The Study of Language
10.612	Asia Pacific Cultures through Literary Texts
10.616	Introduction to TESOL A
10.617	Introduction to Introduction to TESOL B
10.714	Teaching Young Learners
20.511	Japanese Civilisation 1
20.512	Japanese Business 1
20.513	History of Modern Japan
20.611	Japanese Civilisation 2 – <i>not currently offered</i>
20.612	Japanese Business 2
20.613	Political Economy of Japan– <i>not currently offered</i>
20.709B	Japanese to English Translation
20.711	Social Conflict in Modern Japan
20.713	Japanese Foreign Policy
30.611	The Asia Pacific Business Environment
50.514/614	New Zealand – East Asian Relations
50.615	Southeast Asia
50.712	Foreign Policy in the Information Age
50.713	North East Asia
80.501	Introduction to Tourism
80.502	Introduction to Ecotourism
90.602	Internationalism
90.604	Marketing Management
90.605	Organisation Management and Culture
90.606	International Business

For further information about these papers, please see the relevant paper details in section 1.9

1.8 GRADUATE DIPLOMA OF CONTEMPORARY INTERNATIONAL STUDIES (GDCIS)

The Graduate Diploma of Contemporary International Studies (GDCIS) is designed to meet the needs of students with graduate status who wish to undertake further studies in specialised internationally oriented papers offered in the Bachelor of Contemporary International Studies.

The Graduate Diploma of Contemporary International Studies requires a minimum of two terms of study. The programme consists of eight BCIS papers selected from the list given below, three at Level 6 and five at Level 7. Each student course must be approved by the Dean of the Faculty of International Studies.

Due to the interdisciplinary nature of the GDCIS, students may not always have prior knowledge in the area of each paper offered. Notwithstanding this lack of prior knowledge, students are deemed to be able to function successfully in all prescribed papers, due to the essay writing and research skills that they are expected to have acquired from their Bachelors' degree.

Scheduled papers – *see section 1.9 for paper descriptions*

10.612	Asia-Pacific Cultures Through Literary Texts
10.614	English as an International Language
10.615	Creative Writing
10.616	Introduction to Language Teaching
10.617	Introduction to Language Learning
10.711	English as an International Language
10.712	Literature and the Land
10.713A/B	Introduction to TESOL A & B – <i>double paper</i>
10.714	Teaching Young Learners
20.612	Japanese Business 2
20.613	Political Economy of Japan
20.711	Social Conflict in Modern Japan
20.713	Japanese Foreign Policy
30.602	Fundamentals of Corporate Finance
30.603	Management Accounting
30.611	Asia Pacific Business Environment
30.616	The Business of the Environment
30.622	Investment Management
30.623	Auditing
30.624	Product Management
30.625	Organisational Behaviour
30.716	Small Business and Entrepreneurship
30.722	Financial Management and Financial Institutions
30.723	Advanced Financial Accounting
30.724	Marketing Research and Analysis

30.725	Operations Management
30.732	Quantitative Methods in Finance
30.733	Taxation
30.734	Entrepreneurial Marketing
30.735	Management of Multinational Companies
30.742	International Financial Management
30.743	Advanced Auditing and Assurance
30.744	Consumer Behaviour
30.745	Product Management
50.611	Human Rights
50.612	Politics of the Free Market
50.615	Southeast Asia
50.711	War and Peace: Security and Stability
50.712	Foreign Policy in the Information Age
50.713	North East Asia
50.714	Politics of Environmental Sustainability
90.602	Internationalism
90.604	Marketing Management
90.605	Organisation Management and Culture
90.606	International Business
90.612A/B	Professional Internship Project
90.701A/B	Interdisciplinary Project (double paper)

1.9 PAPER DESCRIPTIONS

Please note that not all of these papers are offered every term; details of some papers given in the following pages may change.

10.501 Language Skills for Academic and Business Purposes

This is the first of two complementary papers which develop the language skills needed to cope with the broad spectrum of content found in the core interdisciplinary papers. This paper focuses on productive use of general, business and academic vocabulary across the skills of listening, speaking, reading and writing.

This paper has been designed to be learner-centred in order to maximise personal development and growth. Self-directed study is therefore an important component, which enables students to take responsibility for their own learning. This is complemented by class work, which will encourage interaction between students and teacher and will include group and partner work to promote learning from peers.

10.502 Development of the Communication Process

This is the second of two complementary papers which develop the language skills needed to cope with the broad spectrum of content found in the core interdisciplinary papers. It focuses on the further development of productive use of general, business and academic vocabulary across the skills of listening, speaking, reading and writing.

This paper has been designed to be learner-centred in order to maximise personal development and growth. Self-directed study is therefore an important component, which enables students to take responsibility for their own learning. This is complemented by class work, which will encourage interaction between students and teacher and will include group and partner work to promote learning from peers.

10.505 Introduction to Language and Communication

This paper is the foundation paper for a major in Language Studies with special reference to TESOL. It provides a brief introduction to the study of language, and is aimed to explore a number of language-related matters, including the uniqueness and origin of human language, its structure, acquisition and issues of language and society (matters of linguistic politeness and gender issues, regional and social dialects; multilingualism; language attitudes; the maintenance, shift, loss, and spread of languages; and the impact of modern technology).

10.510 Introductory Degree Study Skills

This paper is designed to enable students to study at a degree level more effectively and with greater success. There will be a strong focus on the required vocabulary, comprehension and reading skills needed to study at an entry degree level. It will provide students an awareness of the language skills, study skills and effort needed to succeed at degree level. It will focus on training students to listen to and understand lectures over long stretches of time, read academic texts with degree-level understanding, how to write and give presentations for academic purposes, and how to discuss academic topics.

10.511 Intercultural Communication

The cure for boredom is curiosity. There is no cure for curiosity.

The very fact of being a student at IPU New Zealand means you have some experience in communicating across cultures. This paper draws upon your experience and common sense understandings, and provides an academic framework to analyse such cross-cultural encounters.

It examines cultural and linguistic factors influencing communication in a wide range of contexts and looks at situations in which intercultural miscommunication arises. Issues such as world views and value systems, non-verbal communication, address systems, greetings, taboos and euphemisms are considered. Personal cultural experiences are drawn on to reinforce theory. You will learn to recognise ethnocentrism and cultural differences, with a view to functioning more effectively within intercultural contexts.

10.512 Contemporary Short Stories

This paper is an introduction to the genre of the short story in English, through the study of works by leading contemporary authors from a variety of cultural backgrounds. By examining stories from different perspectives, you will gain insights into the writing process, and the effect that culture has on writing.

This paper will help you to:

- Assess the quality of specific stories
- Understand the stringent demands required of writers, if short stories are to be successful
- Analyse the difficulties encountered in attempting to write a short story.

By the end of the paper, you should be able to answer these questions:

- To what extent have you increased your reading competence?
- How much has your ability to recognise themes and identify cultural backgrounds improved?
- Has your appreciation of short stories increased as a result of trying to write one of your own?
What did you learn from this process?

10.513 Professional Communication

Prerequisite: Native speakers of English or at the discretion of the Dean

This paper takes an interdisciplinary approach to the study of the English Language. Students are expected to improve their writing skills through classroom activities and reading/writing tasks in various genres. This practice is directed toward enhancing their overall academic English skills with a focus on business communication skills.

10.514 Communication in the Globalised World

Prerequisites: Nil

This paper continues to develop language and conceptual skills, and allows students to expand their receptive and productive repertoire in different language genres within academic, literary, popular and business domains. It aims to equip students with a command of English at graduate level which will allow them to operate in the globalised world. Students compile a portfolio of work around themes of personal interest and according to individual need and learning style preferences.

10.604 English Skills 6: English for Professional Purposes

“The only way of finding the limits of the possible is by going beyond them into the impossible” – Arthur C Clarke

This paper prepares you for the realities of the workplace in the English-speaking world, and helps you to gain competence in those areas that employers consider valuable in an employee. Topics include curriculum vitae and cover letter writing, techniques for conducting formal job interviews, the writing of feasibility reports, and the creation of funding proposals.

You will:

- Develop career relevant skills which include CV's, business letters, job interview techniques, business reports and funding proposals
- Identify the importance of English communication in the workplace through meetings and negotiations
- Give an oral presentation and defence of the findings, conclusions and recommendations of a business report or funding proposal
- Research current issues faced by an organisation, and compile a feasibility report that proposes solutions to address these issues.

10.515 The Study of Language

This course looks into the principles that underlie the way human languages operate with the particular focus on English. It is suitable for anyone who wants to improve their awareness of the system of the language and expand their knowledge of English grammar. It is also a recommended course for those who are majoring in TESOL and Language Studies and are planning to get a Trinity CertTESOL qualification.

10.612 Asia Pacific Cultures Through Literary Texts

‘Culture is to know the best that has been said and thought in the world.’

- Matthew Arnold

The paper compares and contrasts the cultural values and beliefs of different communities from the Pacific Rim, by means of literary texts: stories, poems, autobiography and extracts from novels. Works studied include the New Zealand European writers - Mansfield, Sargeson, Frame and Marshall, Maori writers - Grace and Ihimaera, Australian writers - Carey and Keneally, Aboriginal writers - Davis, Noonuccal, Sykes, Morgan, Johnson and Dodson, Japanese writers - Mishima, Kuniko, Endo, Korean writers - Chongmo and Park Wan-suh, and Chinese writer Jung Chang.

10.613 Film Studies

We learn to be active and critical viewers of film in this paper, which explores the history, technology and international phenomenon of the medium of visual story-telling through film. We are also introduced to hands-on practical and creative film-making techniques.

We take an analytical and thematic approach to films and briefly cover topics such as narrative, cinematography, montage, mise-en-scène, genre and auteur/authorship study, the role of ideology, the role of music, computer-graphics imaging and special effects, advances in film techniques, censorship, issues of production and consumption, supply and demand, for which we discuss a wide range of films, from older classics to popular releases, developing skills of observation, critical analysis and personal

reflection. We also consider national cinemas, film industries and production houses, major film styles/movements/trends and figures in the development of film, key directors and actors.

Questions we work on include ...

- How do we watch a film? Why do we watch a film? What is the film director trying to tell us?
- What are the main criteria by which we judge and review a film? Beyond the emotional and entertainment reasons for watching a film, what makes a film excellent or exceptionally special in the way that it communicates a story to its audience? What are the deeper messages in this medium that the director has planned, intended or arranged into the fabric of her/his film?
- How readily can we deconstruct the many ways in which a film has been put together, from the range of decisions about the use of the camera, to the techniques used to edit (montage) the film shot at various locations, assisted by the crew and the cast?
- In what form and manner have films changed and varied in the 100 years around the world in different cultures and languages since the medium was introduced as moving pictures?
- How is film content classified and for what reasons? Why are some films cut, censored or banned?
- How well can I think about how (through speech, gestures, dress and costume) the characters communicate, and can I find out more about the actors who play these characters?
- How well can I present my work using well-designed computer-assisted Word documents? Can I use PowerPoint well to help communicate a mix of text and images about my film research to my audience?

10.614 / 10.711 English as an International Language

You may take this paper at either level 6 or level 7, but not both. The paper takes an interdisciplinary approach in the investigation of linguistic, historical, cultural, technological and socio-political factors associated with English as the language of international communication in the 21st century. It encourages critical discussion of English in its historical, sociocultural and political context covering the following:

- The emergence and spread of English
- The functions, uses and implications of English as a lingua franca
- The impact of English and its future in a global world
- The current debate on English in the world
- Varieties and variation vs. standards and standardisation
- English in postcolonial contexts
- The teaching of English.

10.615 Creative Writing

This paper is a workshop course in writing poetry, short stories and life writing, which also involves looking at the writing of others, both New Zealand and internationally. Students will be exposed to the different elements of writing and guided through readings to show how they are applied. Students will analyse the writing techniques used by established writers and other students' writing. They will apply this analysis when giving oral and written critique on other students' work. Students will be given feedback on their drafts and will rework their writing in response to this. There will be a number of set exercises to expose students to the imaginative and linguistic possibilities of literature.

10.616 Introduction to Language Teaching

Prerequisite: 10.515

This paper looks at the principles underlying second (and foreign) language learning and explores the ways in which theoretical principles can be applied to practice. Matters related to classroom and task-based teaching are discussed in detail.

10.617 Introduction to Language Learning

Prerequisite: 10.515

This paper is suitable for anyone who wants to improve their awareness of how languages are acquired. It explores the processes involved in learning first and second languages, including the study of bilingualism. The sociocultural aspects are discussed in detail.

10.711 English as an International Language

See 10.614

10.712 Literature and the Land

Prerequisite: 10.512 or 10.612

'Landscape shapes culture' - Terry Tempest Williams

The paper compares and contrasts attitudes toward land held by people from different communities in New Zealand, Australia, the Pacific, Kenya, Nigeria, Ghana, Nunavut and others, through the study of cultural, historical and literary texts, including stories, poems, autobiography and extracts from novels.

Works studied include New Zealand European writers – Batistich, Sargeson; Maori writers – Ihimaera, Grace; Australian writers – Morgan, Oodjeroo, Davis, Mudrooroo, Katona; Pacific writers – Keju-Johnson, Niheu, Wendt, Hau'ofa; African writers and European writers on Africa – Ngugi, Kenyatta, Saro-Wiwa, Okri, John Pepper Clark, Armah, Awoonor, Conrad, Blixen; writers on Nunvut or the Inuit – Pelly, Mander, French.

10.713A Introduction to TESOL – A

Teacher: One who carries on his education in public. - Theodore Roethke

10.713A is the first of two papers designed to introduce you to the methodology and techniques of language teaching. We compare and contrast the conceptual basis for the language and language acquisition of English learners. We use case studies as practical examples of the interdisciplinary nature of language studies. This involves observation and supervised teaching practice in actual language classes. You will become a reflective teacher, able to think critically about teaching and learning, and in particular, to make ongoing improvements in your own teaching practice.

Theory sessions focus on the underlying principles of language teaching:

- Language teaching methodology - How should I teach? Is there a “best” way?
- Analysis of language skills - What do we need to know to speak a language?
- Materials development - How can I adapt textbooks or design my own materials?
- Learning a new language - What do beginning language learners experience and how can this inform my teaching?

In teaching practice sessions, you will begin by observing videos, and observing and assisting in live language classes. You then begin to teach short class segments, and these will gradually become longer. You will also work one-to-one with a learner.

10.713B Introduction to TESOL - B

Prerequisite: 10.713A

Teachers affect eternity; they can never tell where their influence stops.

- Henry Adams (adapted)

Teaching Paper B builds on Paper A, helping you to deepen your observation and teaching skills and allowing you to pursue an area of your own interest. Again, we use case studies as practical examples of the interdisciplinary nature of language studies. You will continue to develop your language awareness and improve your understanding of grammar, vocabulary and pronunciation. You will also continue to learn by doing, and by reflecting on your practice.

10.714 Teaching Young Learners

Prerequisite: 10.713A

This paper introduces you to the methodology and techniques appropriate for teaching a second language, such as Japanese and English, to young learners (between the ages of five and twelve). It aims at providing you with a theoretical framework and a set of teaching principles for teaching and evaluating young language learners. We compare and contrast the conceptual basis for the language and language acquisition of young English learners using case studies as practical examples of the interdisciplinary nature of language studies. It involves a period of observing and evaluating teaching and learning, in addition to supervised teaching practice. You will also develop techniques for self-assessment of your teaching practice.

10.715 The Structure of Modern English for TESOL

Prerequisite: 10.611

The paper provides a full introduction to English sounds, grammar, and vocabulary and investigates the importance of a knowledge of the structure of English for teaching and learning (pedagogy). This paper is addressed to advanced undergraduate (and graduate) students interested in contemporary English, including those whose primary area of interest is English as a second language, primary or secondary-school English education, English literature, theoretical and applied linguistics, etc.

20.501 Contemporary Japanese 1: Speaking & Listening

Co-requisite 20.502

This paper is the introduction of Japanese language. It aims to develop communicative skills with emphasis on speaking and listening Japanese at an introductory level. The students are required to participate in group and pair activities in class as well as individual language development through the use of self-directed learning materials including CAL.

20.502 Contemporary Japanese 2: Reading & Writing

Co-requisite 20.501

This paper is co-requisite with 20.501 and it aims to acquire the basic Japanese writing skills. The students are required to acquire *Hiragana* and *Katakana* as well as basic *Kanji*. It is essential to participate in all the class activities and to develop strong and independent self-study skills to achieve these fundamental writing skills.

Contemporary Japanese 3: Speaking & Listening

Prerequisite 20.501 or equivalent, co-requisite 20.504

This paper further develops the basic Japanese skills and it aims to develop communicative skills with emphasis on speaking and listening Japanese. The paper is essential for those who want to achieve the level of proficiency necessary to prepare for bridging to a pre-intermediate level. The students are required to participate in group and pair activities in class as well as individual language development through the use of self-directed learning materials including CAL.

Contemporary Japanese 4: Reading & Writing

Prerequisite 20.502 or equivalent, co-requisite 20.503

This paper is co-requisite with 20.503 and it aims to consolidate the basic reading and writing skills so far acquired and to develop further language skills. The students in this paper must achieve the mastery of *Hiragana* and *Katakana* reading and writing, and are required to participate in group and pair activities in class. Individual language development through the use of self-directed learning materials including CAL is strongly recommended.

20.505A-D Japanese Skills 1A-1D

Prerequisites: 20.503, 20.504 or equivalent

These four papers integrate interaction with native speakers outside the classroom to help students learn and apply different ways of communication. Students are also exposed to real life language use through authentic materials such as magazines, videos and manga (comic books). Vocabulary, grammatical structures and the writing system are taught through the functional use of everyday Japanese.

20.506A-D Japanese Advanced 1A-1D

Prerequisites: 20.505A-D

These four papers are similar in approach to the techniques and methods used in 20.505A-D, but are offered at a higher level.

20.509A English to Japanese Translation 1

Prerequisite: Native speaker of Japanese, or JLPT 2 or equivalent

In this paper you learn the basic skills and attitudes required for commercial Japanese-to-English translation. Commercial translation requires the ability to read and understand Japanese source texts *plus* the ability to communicate well in English. You will therefore be expected to have a high level of Japanese comprehension and strong English composition skills. No particular background in business or engineering is assumed, but you are expected to gain basic understandings of these areas as you go along.

By the end of the paper you will have an understanding of basic techniques for approaching Japanese translation, stylistic considerations for common subject matters, tools to aid the professional translator and an awareness of best practices for the professional translator.

20.511 Japanese Civilisation 1

In this paper we examine the major areas of traditional culture and thought that have contributed to the development of Japanese achievement and influence in the contemporary world. The paper aims at giving an overview of the factors and influences that have helped create Japanese society as we know it today. The six time periods that will be focused on are: Pre-1600s, Tokugawa (Edo) Era, Meiji Era, Pre-war/ WWII Era (1912-1945) Occupation Era (1945-1952), and the Post-war Era (1952-present). Within each time period, we look at the political, economic, social and cultural developments within Japanese society.

You will gain an overview of the history, society and culture of the major periods throughout Japanese historical development, and have an understanding of the indigenous and imported influences on change and continuity in Japan, which have led to Japan's importance in the world today. You will be able to use this knowledge to think about the processes that contributed to the development of your own culture and society.

20.512 Japanese Business 1

This paper introduces a wide range of information to help the students understand the business behaviour of Japanese company workers. The students in this paper will learn practical aspects of Japanese work culture in a variety of perspectives; practical knowledge and manners required in the workforce in Japan, such as characteristics of work behaviour, linguistic features in and outside the working environment. The content of this paper includes interdisciplinary features in which Japanese business and its position in relation with globalisation will also be discussed.

20.513 History of Modern Japan

This paper examines modern Japanese history, society and culture. It investigates the unique characteristics of contemporary Japanese society and how they have developed. Special attention is given to the roots of contemporary Japanese economic, political, and social systems and what influence the country has had from neighbouring countries and Western countries. Some knowledge of Japanese language is preferable.

20.601 Contemporary Japanese 5: Speaking and Listening

Prerequisite: 20.503 or equivalent; Co-requisite: 20.602

This paper is to introduce the students to pre-intermediate level of Japanese speaking and listening skills. It aims to build up topic-based vocabulary and phrases while learning new syntaxes to acquire various methods of expression. Interactive group and pair activities are encouraged and individual language development through the use of self-directed learning materials including CAL is strongly recommended. The students are required to take initiative to clarify their own individual learning objectives. The students in this level should aim to achieve JLPT (Japanese Language Proficiency Test) Level 4.

20.602 Contemporary Japanese 6: Reading and Writing

Prerequisite: 20.504 or equivalent; Co-requisite: 20.602

This paper is to introduce the students to pre-intermediate level of Japanese writing and reading skills. The students in this paper need to learn 150 basic *Kanji* as well as *Kana*-majiri reading and writing. It also aims to learn new syntaxes to acquire various methods of expression. Individual language development

through the use of self-directed learning materials including CAL is strongly recommended. The students are required to take initiative to clarify their own individual learning objectives. The students in this level should aim to achieve JLPT (Japanese Language Proficiency Test) Level 4.

20.603 Contemporary Japanese 7: Speaking and Listening

Prerequisite: 20.601 or equivalent; Co-requisite: 20.604

This paper further develops the four communicative skills, with emphasis on speaking and listening skills. The students in this paper prepare for bridging to an intermediate level. It aims to build topic-based vocabulary and phrases while learning new syntaxes to learn various methods of expression. Interactive group and pair activities are used and individual language development through the use of self-directed learning materials including CAL is strongly recommended. The students are required to take initiative to clarify their own individual learning objectives. The students in this level should aim to achieve JLPT (Japanese Language Proficiency Test) Level 4.

20.604 Contemporary Japanese 8: Reading and Writing

Prerequisite: 20.602 or equivalent; Co-requisite: 20.603

This paper further develops the four communicative skills, with emphasis on writing and reading skills. The students in this paper prepare for improving to a higher level of Japanese and need to learn 250 basic *Kanji* with *Kana-majiri* reading and writing. The students will also learn new syntaxes to acquire various methods of expression. Individual language development through the use of self-directed learning materials including CAL is strongly recommended. The students are required to take initiative to clarify their own individual learning objectives. The students in this level should aim to achieve JLPT (Japanese Language Proficiency Test) Level 4.

20.605A-D Japanese Skills IIA-IID

Prerequisites 20.503, 20.504 or equivalent

These four papers build on work done in Japanese Level I papers, integrating interaction with native speakers outside the classroom to help you learn and apply different ways of communicating. You are also exposed to real life language use through authentic materials such as magazines, videos and manga (comic books). Vocabulary, grammatical structures and the writing system are taught through the functional use of everyday Japanese.

20.606A-D Japanese Advanced IIA-IID

Prerequisites: 20.504A-D or equivalent

These four papers build on work done in Japanese Advanced I papers, using similar techniques and methodology.

20.609A English to Japanese Translation 2

Prerequisite: paper 20.509A

This paper builds on the basic translation skills acquired in paper 20.509A.

20.611 Japanese Civilization 2

Not currently offered

This paper discusses the contribution of language, literacy and education in the development of Japanese civilisation. We focus on the development of the Japanese writing system, the growth and development of

Japanese literary styles and works of art throughout history, and language, education and popular culture in the twentieth century.

20.612 Japanese Business 2

This paper introduces the present situation of the Japanese economy in the eyes of Japanese business corporations, known as *Kaisha*. The highly integrated workforce of *Kaisha* has demonstrated the ability of engaging their ultimate standards of quality in mass manufacturing which led the country to be one of the largest economies in the world. In this paper, we will examine the overview of *Kaisha* under the current economic situations, and the mechanisms of the long-lasting deflation in Japan as a possible remedy for the stagnant economy which will be illustrated from various aspects of economic theories. What Japanese business needs to do to overcome its structural problems under the globalisation will also be examined.

20.613 The Political Economy of Japan

Not currently offered

20.701 Contemporary Japanese 9: Speaking and Listening

Prerequisite: 20.603 or equivalent

This paper further develops the four language skills, especially communicative skills. It aims to enable the students to gain confidence in communicating in Japanese in common situations that people encounter in everyday life. Interactive group and pair activities are used and individual language development through the use of self-directed learning materials including CAL is strongly recommended. Students are required to take initiative to clarify their learning objectives. The students in this level should aim to achieve JLPT (Japanese Language Proficiency Test) Level 3.

20.702 Contemporary Japanese 10: Reading and Writing

Prerequisite: 20.604 or equivalent

This paper further develops the four communicative skills, especially writing and reading skills. The students need to learn basic 350 *Kanji* with *Kana-majiri* reading and writing. It aims to enable the students to read and write short paragraphs explaining their ideas and opinions with accurate syntax and gain confidence in communicative skills in common situations that people encounter in everyday life. Individual language development through the use of self-directed learning materials including CAL is strongly recommended. Students are required to take initiative to clarify their learning objectives. The students in this level should aim to achieve JLPT (Japanese Language Proficiency Test) Level 3.

20.703 Contemporary Japanese 11: Speaking and Listening

Prerequisite: 20.701 or equivalent

This paper further develops the four communicative skills, especially, formal language for daily life situations, such as sending messages, customer inquiries, and giving a formal talk. The Japanese language is sensitive to situations where social hierarchy exists; therefore, the mode of the language always requires participants to distinguish between formal and casual language forms. A lot of practice of speaking outside the classroom is strongly recommended. The students are required to take initiative to clarify their learning objectives. The students in this level should aim to achieve JLPT (Japanese Language Proficiency Test) Level 3.

20.704 Contemporary Japanese 12: Reading and Writing

Prerequisite: 20.702 or equivalent

This paper further develops the four communicative skills, especially, formal language for daily life situations, such as writing messages, customer inquiries and requests. The Japanese writing style is more restricted and rigid in its form than its spoken language and it is also sensitive to the situation where social hierarchy exists, therefore, the mode of the language always requires participants to distinguish between formal and casual forms. The students are required to take initiative to clarify their learning objectives. The students in this level should aim to achieve JLPT (Japanese Language Proficiency Test) Level 3.

20.705A-D Japanese Skills 3A-3D

Prerequisite: 20.603, 20.604 or equivalent

These papers are for those who have completed all the prerequisite level-7 papers (20.701, 20.702, 20.703, 20.704) and need further development of language skills. The paper(s)'s aim is to consolidate the language skills so far acquired and to develop their understanding of 'language mode' and 'language use' in the appropriate manner. The students in this level should aim to achieve JLPT (Japanese Language Proficiency Test) Level 2.

20.706A-D Japanese Advanced IIIA-IIID

Prerequisite: 20.704 or equivalent

These papers are offered for those who need to improve their Japanese language skills for specific purpose(s) and/or in a focused skill area(s) that need to improve to a further advanced level. The students in this level should aim to achieve JLPT (Japanese Language Proficiency Test) Level 2.

20.709A English to Japanese Translation 3

Prerequisite: paper 20.609A

This paper builds on the skills acquired in paper 20.609A. By the end of the paper, you will:

- be able to produce accurate and attractive English to Japanese translations on a range of general topics
- be able to read specialized texts selected from the areas of business
- be able to undertake comprehensive research on other selected subjects
- be motivated to further your studies on a variety of issues.

20.709B Japanese to English Translation 1

Prerequisite: IELTS 7.0 English for Japanese students; Level 2 JL Proficiency Test for non-Japanese students

This paper teaches the basic skills and attitudes required for commercial Japanese-to-English translation. Commercial translation requires the ability to read and understand Japanese source texts *plus* the ability to communicate well in English. You therefore need to have a high level of Japanese comprehension and strong English composition skills. No particular background in business or engineering is assumed, but you are expected to gain basic understandings of these areas as you go along.

By the end of the paper you should be conversant with:

- Basic techniques for approaching Japanese translation
- Stylistic considerations for common subject matters
- Tools to aid the professional translator

- Best practices for the professional translator.

20.711 Social Conflict in Modern Japan

Students are advised to have already taken 20.511

The purpose of this paper is to introduce you to present-day Japanese society from the perspective of social conflict, ie Japan's significant social problems and issues. Typically, these problems or issues are not only found in the five major social institutions of Japan: 1) marriage and the family; 2) education (eg bullying, learning issues); 3) work (eg worker alienation); 4) government (eg bribery); 5) religion (e.g deviant cults such as *Aum Shinrikyo*) - but also in such special topic areas as organised crime (*yakuza*), youth deviance (violence, larceny, teenage prostitution (*enjo kosai*), youth motorcycle gangs (*boso-zoku*), drug abuse, the justice system and correctional facilities, discrimination (minority groups, sexism, ageism) and urban and environmental issues.

20.713 Japanese Foreign Policy

This paper investigates contemporary Japanese foreign policy with a special reference to security issues. Based on a diplomatic history review from Meiji Restoration to the Post-Cold War era, this course examines the core values and main practices in Japanese foreign policy in particular reference to security issues. It examines the bilateral relationship between Japan and the United States established upon their security alliance since the 1950s. This paper also discusses the Japanese pacifist Constitution, the Japan Self-Defence Forces, and its recent security role in the regional and international issues. With its increasing economic power, Japan has actively participated in various international regimes and contributed to the governance of global issues. This course focuses on Japan's agenda on UN reform and its role in UN peacebuilding to demonstrate Japan's attempt to achieve the status of political great power in the world arena.

30.501 Principles of Economics

Core compulsory

Economics has always been part of our lives as scarcity exists almost everywhere. This paper is designed to help students understand scarcity and aid them in identifying ways in which the use of individual and collective resources of the economy can be efficiently utilised for maximum social and economic growth.

The first part of this paper, Microeconomics, will provide students an understanding about the forces of demand and supply, which affects market outcomes. It will also show students the role of government in the market system, which can solely address problems like externalities but can sometimes produce distortion in the market.

The second part, Macroeconomics, will provide students insights into the dynamics of national economy as it will discuss macroeconomic issues such as growth, inflation, unemployment, interest rates and exchange rates. Current policies and their effect on these issues will also be discussed.

30.502 Statistics

This paper aims to provide a basic understanding of statistics. In this paper students learn about probability distributions, measures of central tendency, inferential statistics techniques for hypothesis testing and multiple linear regression. The paper focuses on developing the numeracy and quantitative analysis skills that students will be able to use in their coursework and their interdisciplinary projects.

30.503 Financial Accounting

The aim of this paper is to introduce students to the principles and practice of Financial Accounting. Students will acquire an understanding of how the accounting discipline facilitates managerial decision-making, both on a daily and long-term basis. This paper will mainly deal with the concepts underlying the preparation, interpretation, and analysis of accounting financial statements, as well as the market analysis of capital market ratios involving accounting numbers. Introductory concepts behind environmental accounting will also be discussed.

30.513 New Zealand Business Law

Prerequisite: 30.501

This paper introduces students to New Zealand Business Law. It offers an opportunity to interpret and apply various laws governing the structure and conduct of business organisations and financial markets in New Zealand. The paper also covers the topics related to international trade and commercial law, in particular, laws and regulations that govern trade in goods, services, foreign investment, intellectual properties, and transportation.

30.514 Business and Sustainability

This paper introduces key concepts and tools essential for developing sustainable business in the 21st century. Motivations for developing environmentally sustainable business practices are examined and how environmental sustainability contributes to successful business is explored. Pertinent case studies focusing on best practice in environmental sustainability and demonstrating opportunities for business in countering environmental challenges are introduced and discussed.

30.602 Fundamentals of Corporate Finance

Prerequisite: 30.511

This paper introduces concepts, tools, techniques, and practical applications to learn about corporate finance.

30.603 Management Accounting

Prerequisites: 30.503

This paper covers the role and application of management accounting in organisations. Students will develop an understanding of how management accounting helps in the decision-making process of today's managers, especially in the areas of problem solving, planning and control. This paper is intended to provide adequate coverage of the content required as per academic requirements for professional qualifications of the Chartered Accountants Australia and New Zealand (CA ANZ) and CPA Australia Programme.

30.611 The Asia-Pacific Business Environment

Prerequisite: 30.501

This paper introduces you to the business environment of the Asia-Pacific region. While the focus is on business and industry, the interdisciplinary topics of politics and government, the environment, society and culture will also be included for a comprehensive understanding of the Asia-Pacific region.

30.616 The Business of the Environment

Prerequisites: 40.501 or 30.514 or 40.511

This paper presents an integrative and holistic approach to the increasing human use of the world's resources. Topics include the definition and history of the exploitation of global resources, the general economics of resource use and the characteristics, problems and potential associated with the commodification of resources such as forests, food, biodiversity, energy, minerals, water, ocean and the atmosphere. Emphasis is placed on case studies and field trips to illustrate the topics.

30.622 Investment Management

Prerequisites: 30.501 and 30.503

This paper provides knowledge about the basic concepts, theories, and tools used by the professional investment managers. It will help understand why people invest, what various markets for alternative investments are, how to measure the rates of return and risk for alternative investments, and what are various methods for valuation of investments and comparing their performance in the short-and long-run.

30.623 Auditing

Prerequisites: 30.501 and 30.503

This paper covers the nature and purpose of auditing and the regulatory and professional environment in which it operates. It includes the development and practice of audits of a financial report, with insight into the fundamental role of auditors, the influence on audits, and related issues. The practice of auditing is explained in the context of auditing theory, concepts, accounting information systems, and current practice. This paper is intended to provide adequate coverage of the material required for Auditing paper as per academic requirements of the Chartered Accountants Australia and New Zealand (CAANZ).

30.624 Product Management

Prerequisites: 90.604

The objective of this course is to familiarise students with a wide range of activities centred around a product or product line. Key aspects of product strategy, decision making, product development and product management are discussed, as well as the associated responsibilities of the product manager. Students will also learn the theory of product management (PD) by looking at the applications of upstream product management and downstream product management. The delivery of the course will consist of lectures, discussions, video presentations, cases and group projects.

30.625 Organisational Behaviour

Prerequisites: -

This paper introduces students to the basic concepts, ideas and theories current in the study of organisational behaviour. It covers the study of individual behaviours within the organisation, the challenges of leading and influencing others, the problems and opportunities of group behaviour and the context in which behaviour occurs, including organisational structure and culture. The course is not only concerned with explaining and discussing the concepts but also with the ways in which students might develop in terms of their own effectiveness in working in organisations.

30.722 Financial Markets and Financial Institutions

Prerequisites: 30.511/30.503, 30.602

This is an advanced level paper examining the importance of the role played by financial markets and financial institutions in an open economy. You will develop a critical appreciation of the role of central banks, financial institutions and financial intermediaries for development of a country's financial system.

30.723 Advanced Financial Accounting

Prerequisite: 30.511/30.503

This paper is concerned with accounting theory and identifying related contemporary issues. It discusses the various definitions of accounting theory and its role in the standard-setting process. Deductive and inductive approaches to accounting research will also be discussed. Agency theory is introduced, which leads to the examination of the main research directions occurring in current accounting research. The paper also covers capital markets research, which investigates the response of security prices to accounting information releases. Selected contemporary accounting issues such as social and environmental accounting and reporting, oil and gas accounting, leases, and issues in international accounting standard harmonisation will be discussed to highlight the challenges facing the accounting profession in today's globalised world.

30.724 Marketing Research and Analysis

Prerequisites: 90.604, 30.502

This paper provides students with an introduction to the analytic framework required to understand consumer and business markets. Students will have the opportunity to explore research methods and the dimensions of marketing analysis and apply various tools or methods used in marketing research. The main emphasis of this paper is to enhance students' skills in conducting marketing research and analysis and to develop students' appreciation of how managers can use marketing information for an organisation's overall strategic planning and decision-making. Knowledge of these topics will help students to implement and evaluate marketing research during their professional career.

30.725 Operations Management

Prerequisite: 30.501

This paper examines the practical tools and techniques that enable the efficient use of an organisation's resources. Topics include value chain/supply chain management, capacity management, scheduling, decision tools, quality tools and systems, facilities management, product/service development, benchmarking and world class quality performance. The aim of the paper is for students to understand functions of operations management and apply techniques to ensure efficient and effective provision of goods and services.

30.732 Quantitative Methods in Finance

Prerequisite: 30.501, 30.602

This paper deals with the mathematical and econometric techniques relevant to modern financial instruments and capital markets. It explores the application of quantitative analysis to the behaviour of financial markets, investment decisions and risk management. The aim is to give students an appreciation of the financial reasoning used in business activity, both domestic and global, as well as provide them with quantitative techniques and tools to solve complex business problems, and assist in financial decision making. The applied focus of this paper will cater to final-year undergraduate business students interested

in studying the quantitative methods underpinning contemporary financial decision-making and financial research.

30.733 Taxation

Pre-requisite: 30.511/30.503, 30.501

The paper focuses on taxation and advanced issues in taxation. It starts off with the history of taxation and the New Zealand tax environment and goes on to the more advanced topics of taxation of income from business and employment, application of income tax, and GST rules applicable to New Zealand taxable entities in a range of situations. The paper also includes advanced topics of tax planning, tax avoidance and tax evasion, and contemporary issues around international taxation.

30.734 Entrepreneurial Marketing

Prerequisite: 30.501, 90.604

This paper is designed to provide students with the opportunity of understanding the importance of the entrepreneurship concept in marketing. It offers an extensive understanding of the nature of small business management and the applications required in the formation and management of a new firm. Students will undertake a small project for which they will develop a business plan using their own business idea throughout the course and explore various marketing methods “orthodox and unorthodox”. In addition, this paper introduces students to the concept of entrepreneurship, fundamental theories regarding the basis of entrepreneurship knowledge and the characteristics of an entrepreneur.

30.735 The Management of Multinational Companies

Prerequisites: 30.613/90.605

This paper is concerned with the management of international business operations with an emphasis on international managerial practices. It puts the practice of international management into context, outlining the environment in which the manager operates. It also takes a comparative approach, contrasting the managerial practices found predominantly in Europe, the USA, Japan and the newly industrialised countries. These practices are reviewed in order to assess strengths and weaknesses in contributing to a firm's survival, growth and profitability in the international environment.

30.742 International Financial Management

Pre-requisites: 30.501, 30.511/30.503, 30.602

This paper provides an understanding of the theory, institutions and environment of international finance, investment and management.

30.743 Advanced Auditing and Assurance

Pre-requisites: 30.511/30.503, 30.620/30.623

This paper will focus on knowledge of taxation rules in relation to New Zealand taxable entities in a range of situations.

30.744 Consumer Behaviour

Prerequisites: 30.502, 90.604

In this paper, students are given an overview of psychological knowledge as it pertains to capturing consumer insight. It includes a consideration of how the brain works, what factors influence consumer choice, and a critical evaluation of psychological assessment tools (including such diverse methods as

online surveys, brain imaging, computerised reaction time assessment, and eye-tracking). The following major topics are covered: consumer behaviour, including attitudes, impulsive vs. deliberative purchase, psychographic profiling and assessment, brand loyalty, experiential marketing, self and identity, and product satisfaction.

30.745 Project Management

Prerequisites: 30.501

This paper introduces widely used critical path project management methodology and will examine the project management process including scoping and definition, planning and scheduling. It examines the management of stakeholders, teams and teamwork for projects, as well as working within the reality of an organisational context. It also introduces advanced topics such as earned value project control and managing changes to resources and time and develops leadership skills through exposure to real-world projects

40.501 Introduction to Environmental Sustainability

Core compulsory paper

'Whoever does not try, does not learn.' - Jewish saying

This paper introduces many of the basic issues in environmental studies and discusses them with reference to the global environment. The first part of the paper introduces basic concepts in ecology; the second part examines environmental issues related to human interactions with our living environment. Critical thinking and system thinking skills are emphasized. Practical exercises support the written content and interdisciplinary case studies are used to illustrate different perspectives in international studies.

You will learn to:

- Apply basic critical thinking skills in relation to environmental issues
- Explain the basic principles of ecology and give examples of ecosystems and how they work
- Describe the determinants of species distribution
- Discuss threats to, and conservation of living resources
- Demonstrate an interdisciplinary and international perspective in discussing environmental issues

40.511 The Human Environment

Our human environment includes interactions between humans, structures that people build, and activities which are part of survival and economic development. This paper introduces you to human populations and human environments around the world.

You will learn to:

- Discuss human origins and major developments in human society throughout history
- Describe patterns of global human populations and processes of population change
- Discuss the importance of perception on human interaction
- Describe the major elements of culture and discuss the importance of culture to humans' interactions with each other and with the natural environment
- Describe the main forms of urban structure and pattern, and discuss global trends in urbanisation
- Describe and explain the links between the distribution of resources and development of industry around the world

- Discuss political interactions at global and national levels, with particular reference to interactions involving the natural environment.

40.612 Environmental Monitoring and Assessment

Prerequisite: 40.501

Taught also at Level 7 [40.712]. Students may select only one of these papers.

40.613 Natural Disasters & Emergency Management

Prerequisite: 40.501

This paper examines the causes of, perception of, and responses to, natural disasters around the world. Types of natural hazards covered include storms, earthquakes, volcanoes, mass movement, floods, tsunami and drought. Case studies are used to illustrate the impacts of disaster, and the various responses by communities and governments to reduce the impact of natural hazards.

By the end of the paper, you will be able to:

- Explain the concept of 'natural hazards', and why the threat of natural hazards is increasing globally
- Discuss the potential variety of responses to natural hazards
- Describe the physical processes involved in major forms of natural hazard
- Discuss the risks related to different forms of natural hazard
- Discuss case studies illustrating specific approaches to mitigation and management of natural hazards
- Describe a model for disaster planning

40.614 Biological Conservation

Prerequisite: 40.501

In this paper we learn about protecting the world's plant and animal species and outline why there are so many species currently threatened with extinction. Firstly, we try to put a dollar value on an animal or a plant - what are they worth? We then look at the threats to biodiversity - the destruction, fragmentation, and degradation of habitats, overexploitation, diseases, and introduced species. We next look at the problems associated with small populations and how to establish new populations. Finally, there are the practical applications - establishing, designing, and managing protected areas, and also outside protected areas. What we can do to help? Our field trips include visits to Pohangina Valley and the Kapiti Island and Karori wildlife sanctuaries.

40.615 Regional Environmental Systems and Management

This paper introduces students to a number of the major issues, problems and solutions of regional scope. The paper emphasises the importance of the regional environment to modern life. Additionally, the regional areas are central for solutions to environmental issues. Taking an interdisciplinary approach, students will analyse a number of contemporary environmental issues looking at how some regions are leading the way in developing sustainable solutions to current challenges.

40.616 Urban Environmental Systems and Management

This paper introduces students to a number of the major issues, problems and solutions in urban environments. The paper emphasises the importance of urban areas to modern life and how the city is the centre of economic and creative life. Additionally, urban areas are also central for solutions to

environmental issues. Taking an interdisciplinary approach, students will analyse a number of contemporary environmental issues looking at how cities are leading the way in developing sustainable solutions to current challenges.

40.712 Biological Conservation

Prerequisite: 40.501

See 40.614

40.713 Global Environmental Issues

Prerequisite: 40.501

This paper presents an integrative approach to environmental issues of global scope such as population growth, land and biological degradation, global warming, and freshwater depletion. The roles of international agencies, government, business and non-government organisations in resolving these environmental problems are explored. There is a focus on the role of international environmental law in addressing global environmental problems. We will discuss:

- Various multinational treaties addressing environmental issues
- International problems in terms of managing global commons
- Resource depletion and orthodox economics
- Examples of global environmental issues in relation to international law identifying inadequacies in existing law
- International environmentalism and non-government organisations and their impact on resolving global environmental problems
- The ethical and legal liability of states for damage caused beyond their borders
- The ethical and legal liability of businesses for damage to the environment
- The interrelationships between the biological, physical, political, economic and cultural components that are active in determining the nature and extent of international environmental issues
- International environmental issues presently or potentially significant
- The legal and institutional mechanisms through which global issues are addressed
- The effectiveness of international agencies in resolving global environmental problems
- The effectiveness of international law in solving global environmental problems
- Basic international environmental monitoring needs

40.717 Environmental Monitoring and Assessment

Prerequisite: 40.501

This paper introduces multidisciplinary analysis of biological, physical and social impacts of both proposed and existing human activities. Approaches, procedures and methodologies of environmental impact assessment in different countries and contexts are compared. Public participation in both preparation and reporting is covered. Various case studies are examined in detail with attention to mitigation strategies.

You will:

- Discuss the different approaches to environmental impact assessment

- Discuss the various procedures and methodologies for assessing the physical, biological and social impacts of proposed and existing human activities
- Consider the characteristics of a competent environmental impact assessment
- Be able to deliver competently and defend the results of an environmental impact assessment before a critical audience

50.501 Introduction to International Relations

Core compulsory paper

What happens in the field of International Relations (IR) affects all our lives. The more we understand this area, the more sense we will be able to make of the global events that surround us every day. This paper helps us to evaluate the conflicting messages we hear from politicians, action groups, big business and the media, and look past the headlines and the slogans to the political patterns beneath and the history that helped shape them. It will help us become 'globally competent' and more able to influence the course of international relations ourselves. Our approach emphasises interactive and applied learning. You will have the opportunity to specialise in a topic of your choice, and view it through the different lenses the course will open up week by week.

Key questions:

- How do International Relations affect us?
- What are the major "theories" of International Relations? How useful are they in explaining the world around us?
- Is our world primarily a world of conflict or a world of cooperation?
- What is globalisation? How is it affecting our lives?
- How can we reduce global poverty and inequality?

Tackling these questions will play an important part in helping you grow towards the IPU New Zealand graduate student profile. For example, a core component of this paper is the ability to access information and evaluate a range of opinions. Similarly, you will learn to think critically as you gain experience in recognizing and analysing various political stances. You will also have plenty of opportunities to listen to the often very different views of students from other countries, and as you choose your specialist area, you will be gaining experience in setting realisable goals and systematically applying what you are learning to your chosen topic.

50.514 New Zealand - East Asian Relations

This paper considers the development of New Zealand's own identity on the world stage through the establishment of its relationship with Asia. The path of New Zealand's diplomatic relations with Asia is charted and an examination made of the way public perceptions of the importance of security and trade have influenced relationships. The impact of the wider Pacific Rim is taken into account, in particular the implications of the New Zealand/USA relationship for New Zealand's relations with the East Asian region. Special attention is paid to the political, economic and environmental concerns addressed by the expanding roles of regional groupings.

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

- Describe the structure of New Zealand's Ministry of Foreign Affairs and how it fits in to the government and administration procedure of New Zealand

- Describe the development of New Zealand's links with East Asia and place them in context with other events in New Zealand's political history
- Discuss New Zealand's shifting strategic and defence links with Asia
- Analyse shifts in the public perception of Asia and relate them to changes in diplomatic relationships
- Explain the growth of economic links with Asia with reference to contemporary political links
- Make realistic assessments of further developments which may be possible in New Zealand-East Asian relations

Readings:

Publications of the New Zealand Ministry of Foreign Affairs and Trade and the New Zealand Institute of International Affairs.

50.515 Introduction to Political Studies

We are all affected by what happens in the political world. This paper is an introduction to that political world and its events. This is a chance to look behind events and analyse them in the context of history, ideas, human behaviour and global events. We will study basic political ideologies like democracy, nationalism, various political theories, political representation and leadership. By understanding these fundamental concepts, it is hoped that you are able to analyse and seek your own answers to explain what you see and hear in your daily lives. Throughout the course, you will also develop skills to critically examine materials through various sources.

What are the key questions this paper will help me answer?

1. What are the prevailing political ideologies in the world?
2. What are the histories of these political ideologies? How do these political ideologies affect us now?
3. How have political systems evolved from these ideologies?
4. Are these political ideologies relevant to the world today? Do we need to develop new ideologies for this century?
5. How have the developing and developed world fared in the current political world?

50.611 Human Rights

If you watch any international news bulletin today, the chances are high that it will refer to human rights issues of some description. And then there are all the "hidden" stories – the ones that rarely hit the headlines, the ones that often concern women and children. Human rights groups tell us that at least one in three women in the world will suffer serious violence in their lifetime, while armed conflict has killed 2 million children in the last decade and seriously injured or permanently disabled as many as 6 million. There are no easy answers, but this course will help us understand the bigger picture on the issue of human rights.

What are the key questions this paper will help me answer?

1. What are human rights? Are they the same for everyone? Who decides?
2. Are some rights more important than others?
3. Has thinking on human rights changed in your country in recent years? Why/why not?
4. What connections are there between globalization and human rights?
5. How did colonization affect human rights? In what ways are these effects still with us?

50.612 Politics of the Free Market

'If you put the federal government in charge of the Sahara Desert, in 5 years there'd be a shortage of sand.' – Milton Friedman

'Capitalism, wisely managed, can probably be made more efficient for attaining economic ends than any alternative system yet in sight, but... in itself, it is in many ways extremely objectionable.' – John Maynard Keynes

This paper is an introduction to international political economy (IPE). It helps you to understand principal actors in IPE such as individual states, international financial institutions, the markets, and multi-national corporations and how they interact with one another (with what consequences) in the ever-changing world dynamics. To achieve this, we consider core theories of IPE and apply them in empirical analyses of current events and issues.

You are expected to develop the following skills and abilities in this paper:

- A sound understanding of international political economy (especially the intertwined relationships between politics and the market)
- An understanding of the relevant key theories and ideas, and how they can be successfully applied to real events and trends
- The ability to search and attain relevant information through various sources (including the internet)
- The ability to analyse and evaluate the collected information in a critical manner
- The ability to construct and present logical oral and written arguments
- The ability to assess given problems and propose viable solutions after careful examination of their likely outcomes.

50.613 Politics of the Environment

Prerequisite: Nil

This paper aims to give students an understanding of the concept of sustainability, especially in the developing world. The importance of aid flows to the development of the world's more disadvantaged countries and the significance of development which does not rely on the unchecked exploitation of natural resources are discussed.

North/South politics and the need for a global approach in dealing with development and environmental safeguards are examined. Case studies are drawn from the Pacific region and elsewhere.

50.615 South East Asia

South East Asia is a fascinating region, and presents those interested in International Relations with a number of puzzles:

- In terms of political arrangements, race, language, religion, geography, culture, and history, it is amazingly diverse. Yet its constituent states have managed to achieve a surprising level of cooperation in recent years.
- Most of the region's states were subjected to colonial rule. Yet many former South East Asian colonies have since developed strong, globalised economies.

- The region sits right next door to a huge and rising world power, China. Yet its states are currently managing this relationship with a large degree of success.

In this paper, we will be asking how South East Asia has achieved these successes, and what lessons they can teach the rest of the world. As the region's leaders frequently challenge orthodox "Western" views on international institutions, globalisation, democracy, and human rights issues, we will also spend some time examining both sides of these debates, and finding out what each side can learn from the other.

As an integral part of the paper, you will have the opportunity to specialise in a political aspect of South East Asia of your choice, and view it through the different lenses the course will open up.

What questions will this paper help me answer?

1. Which factors played the biggest role in shaping the South East Asia we know today?
2. What is the global importance of South East Asia?
3. How does the Association of South East Asian Nations (ASEAN) work, and why is it important? In what ways is it changing?
4. What patterns can we see in the South East Asian response to economic and political globalization?
5. How do the South East Asian states manage their relations with China? With the US?

50.616 North East Asia

In this paper, we will be looking at the global importance of North East Asia, and the changing roles of its key players. North East Asia is a key world region. It encompasses three of the globe's most important state actors, whose roles have changed significantly since the end of World War 2. One of these powers is the world's most populous state, whose growth into a heavyweight economic player was recently described as the "central reality in Asia" today. Another has been adjusting to a new role in international affairs since the end of the Cold War. The third is currently – and controversially – seeking a role on the UN Security Council. Their relations with each other, and with the US, the world's number-one superpower, are crucial to the peace and stability of the whole Asia-Pacific region, and indeed of the world beyond. Commentators have noted that the Cold War has not totally ended in North East Asia, and the region contains several potential flashpoints as well as historical enmities that still have a profound effect on regional relations.

What questions will this paper help me answer?

1. Why is North East Asia important for my country?
2. Which factors played the biggest role in shaping the North East Asia we know today?
3. How is Russia adapting to its new world role?
4. Should a rising China be seen as a threat to regional peace or an engine of regional economic growth?
5. What role has Japan played in international relations since World War 2, and how likely is it that this role will change?
6. How are the major North East Asian powers managing their relations with the US?

50.711 War and Peace: Security and Stability

Some aspects of the topic of war and peace seem depressingly constant. Clashes of interest and security dilemmas caused problems for ancient civilizations just as they do today, and we are still a long way from a peaceful world. But today's conflicts are not just replicas of yesterdays, and our increasingly globalised era

opens up new prospects both for cooperation and conflict. An ever denser network of global communication, for example, can be a factor in promoting either. A daunting array of transnational problems, from terrorism to escalating environmental degradation, can drive nations to new levels of cooperation or become powerful new potential causes of strife. As global norms and values shift, the resulting landscape offers grounds for both hope and fear.

In this paper, we use history and International Relations theory to work out frameworks to approach these debates, but we will also try to keep continually in mind that war and peace are not just abstract issues. They profoundly affect humanity and our planet, and demand active, engaged responses from each of us. Throughout, our class time will emphasise interactive and applied learning. A core element is the opportunity to specialise in an area of your choice, and use the different perspectives offered by the paper to shed new light on your topic.

Key questions:

1. Is war inevitable?
2. What is peace?
3. What has changed over time and what remains constant in the causes of war and the prospects for peace?
4. Is growing interdependence more likely to be a force for peace or a cause of conflict?
5. Is democratisation the answer to world conflict?
6. How can we promote peace?

Tackling these questions will play an important part in helping you grow towards the IPU New Zealand graduate student profile. For example, a core component of this paper is the ability to access information and evaluate a range of opinions. Similarly, you will learn to think critically as you gain experience in recognising and analysing various political stances. You will also have plenty of opportunities to listen to the often very different views of students from other countries, and as you choose your specialist area, you will be gaining experience in setting realisable goals and systematically applying what you are learning to your chosen topic.

50.712 Foreign Policy in the Information Age

Foreign policy is one of the tools governments use to promote what they perceive to be the values and interests of their societies in the context of the wider world. As other governments have always similarly sought to promote their – often competing – values and interests, this has never been an entirely simple process. But an increasingly integrated global environment adds yet further levels of complexity. As we unpack the idea of foreign policy, we will gain a better understanding both of the hard choices that have always been an integral part of policy making and of the new challenges and opportunities posed by the information age. The approach will emphasise interactive and applied learning, and you will have the opportunity to specialise in a foreign policy area of your choice, and view it through the different lenses the course will open up.

Key questions:

1. Which internal and external factors and players influence the way states formulate foreign policy?
2. Foreign policy is informed by the way states perceive their values and interests. How do states determine what these are?

3. Which values and interests drive the foreign policy of the United States? Of China? Of New Zealand? Of your country?
4. What differences has the information age created for the foreign policy environment? Are these positive or negative?

Tackling these questions will play an important part in helping you grow towards the IPU New Zealand graduate student profile. For example, a core component of this paper is the ability to access information and evaluate a range of opinions. Similarly, you will learn to think critically as you gain experience in recognising and analysing various political stances. You will also have plenty of opportunities to listen to the often very different views of students from other countries, and as you choose your specialist area, you will be gaining experience in setting realisable goals and systematically applying what you are learning to your chosen topic.

50.714 Politics of Environmental Sustainability

This paper aims to challenge students to think about the underlying causes of the current global environmental crisis, and how solutions to this may be found. The influence of politics, both domestic and international, is considered in terms of how it may have contributed to the crisis and also how it might provide a means by which solutions can be found. The influence of other related issues such as unlimited economic growth, population growth, poverty, water and food shortages, and a decline in natural capital is also examined in this paper.

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

- Describe the present state of the world environment
- Assess the gravity of global environmental problems and identify underlying causes
- Discuss the politics behind natural resource use
- Analyse the role that business and the market can have in reducing or enhancing natural capital
- Suggest means by which some of these global issues may be resolved by examining models for sustainable development, alternative technologies, people power; and the political will to change

70.521 Mandarin 1: Speaking and Listening 1

Prerequisite: 70.521

This is a beginner level paper that introduces sounds and tones unique to the Chinese language. Interactive group and pair activities are encouraged. The paper is designed to help students to master Chinese pronunciation and develop simple conversation and interpreting skills. The paper also includes an introduction to Chinese culture and heritage.

70.522 Mandarin 2: Reading and Writing 1

Prerequisite: 70.522

This is a beginner level paper, taking an integrated approach involving reading, writing, translation skills, and simple grammatical structure. Students will learn basic vocabulary about family, nationalities, occupations, seeking directions, and how to express gratitude and regret etc. They will also learn compound Chinese characters originating from basic characters. The paper also introduces aspects of Chinese culture and heritage.

70.523 Mandarin 3: Speaking and Listening 2

Prerequisite: 70.521

This paper is for students who have successfully completed Mandarin 1: Speaking and Listening 1 or those who can demonstrate an equivalent level of proficiency. It is designed to strengthen and continue to develop students' existing knowledge of Chinese to a pre-intermediate level by covering the requirements of listening proficiency at HSK Level 2. Emphasis is placed on development of interpreting skills and communicative skills needed in everyday contexts. The paper also provides further introduction of Chinese culture and heritage.

70.524 Mandarin 4: Reading and Writing 2

Prerequisite: 70.522

This paper is for students who have successfully completed Mandarin 2: Reading and Writing 1 for those who can demonstrate an equivalent level of proficiency. It is designed to strengthen and continue to develop students' existing knowledge of Chinese by covering the requirements of reading proficiency at HSK Level 2. There is an emphasis on development of translating and writing skills. The paper introduces a larger number of Chinese sentence structures and characters, and will further explore Chinese culture, customs, and habits.

70.611 Chinese 3 (Mandarin)

Prerequisite: 70.523 and 70.524

This paper helps you to develop your communicative skills in Mandarin from elementary to pre-intermediate level. It aims to explain grammatical structures used in everyday Mandarin. There is emphasis on development of reading, writing, listening and speaking skills needed in every context. The paper also provides the opportunity for further study of the cultural heritage of the Chinese people.

You will develop your:

- Everyday conversational skills to help you use Chinese accurately in a range of social settings, for example, how to get to school and what subjects you take; visiting the doctor
- Comprehension of everyday speech and practical conversation, for example, understanding daily information from various topics such as planning for a holiday; taking photographs; a birthday invitation
- Productive use of the essential grammatical structures of everyday spoken Mandarin, for example, writing postcards, letters and a diary
- Reading ability on a variety of everyday topics, for example, a short story; a journey timetable
- Integrated writing of Mandarin in formal written language texts, for example, writing an essay using the correct frequency Chinese characters.

80.501 Introduction to Tourism

Tourism is like a birthday, full of the excitement of a new discovery.

Do you like to visit new places? See the natural wonders of the world? Visit World Heritage Sites? Enjoy the challenge of communicating in a language different from your own? If travel excites and inspires you then this is the paper for you. Learn about the industry that employs 9% of all workers globally and is the third largest by turnover.

This paper presents an introduction to the tourism industry. It introduces you to the tourism product and allows you to consider the interrelationships within and outside the industry. Tourism planning and the impacts of tourism are covered and the future directions of tourism are discussed.

Questions we consider include:

- Where does the money I spend as a tourist go?
- What are the effects of tourism on host communities?
- Who are the groups of people that are 'behind the scenes'?
- When are the best times to travel?
- How do I become skilled to be part of this global industry?

80.502 Introduction to Ecotourism

Is ecotourism the future of tourism in New Zealand and the world?

Is environmental sustainability the greatest threat to 'modern' tourism?

This paper serves as an introduction to the theory and background of the ecotourism industry.

We discuss:

- The development and structure of this complex and dynamic new industry
- The current and future state of the local and international ecotourism industry
- Demographic, socio-cultural and economic factors, and how these influence decision-making about tourism activities
- The roles and responsibilities of government and legislations in shaping the tourism industry and its performance
- The roles of local communities and the natural environment in the development of effective ecotourism products
- The growing importance of technology and its influence on the industry in the near future

Questions we discuss include:

- What is ecotourism?
- Does tourism eventually destroy what the tourists came to discover?
- Is ecotourism the answer to this possible destruction?
- What is the relationship between sustainable development, sustainable tourism and ecological tourism management?
- Why are technologies like energy efficiency, 'green' building, waste management and environmental management policies important in ecotourism?
- Do you want to be an ecotourism guide?
- What skills, qualifications and experience do ecotourism guides require to work in the industry?
- What are the problems and future for a developing New Zealand ecotourism industry?

80.601 Ecotourism and Protected Natural Areas

Pre-requisites: 80.502

In this paper, we explore the economic, social/cultural, political, and environmental implications of sustainable tourism in protected areas. Drawing on international case studies but with an emphasis on

New Zealand national parks, reserves and other protected natural areas, this paper will also give you greater insight into the recreational potentials and limits of these fragile spaces.

You will complete this paper with the ability to provide well-informed answers to the following questions about protected natural areas

- What defines a protected natural area and why are these areas important?
- What is their relationship to ecotourism?
- What kinds of ecological, economic, socio/cultural and political factors should be considered in their planning and management?
- Who is most likely to utilise them and for what reasons?
- What issues should be addressed in visitor and site management?
- What role does government policy play?
- What content and format should information be communicated to visitors?
- How should protected natural areas be designed to encourage sustainability?
- Who are the stakeholders in protected natural area planning and management?

80.602 Ecotourism and Culture: Empowering Communities

Pre-requisite: 80.502

This paper explores intersections of indigenous worldviews and eco-tourism initiatives while emphasising the concept of culture. It combines tourism development theory with key cultural questions drawn largely from the anthropology of tourism and the anthropology of development.

By the end of this paper you should have formulated your own responses to the following questions:

- Are 'indigenous' and 'traditional' legitimate terms and how are these used as tourism marketing tools?
- Is your view of the world different from that of other indigenous peoples?
- If indigenous peoples have different ways of knowing about their world, is this knowledge valuable in tourism development planning and implementation?
- What are the dominant theories adopted by international institutions and NGOs involved in tourism development in developing nations and how do they affect indigenous peoples?
- What kinds of tourists seek ecotourism experiences in 'traditional' cultural environments?
- What are 'ecotourists' expecting from these experiences?
- What are the effects of ecotourism and contact with ecotourists on local cultures and their livelihoods?
- Is community-based ecotourism or mass tourism the best alternative to empower indigenous communities?
- How can the tourism industry plan for and regulate culturally responsible tourism?

80.603 Ecotourism Internship

Pre-requisites: 80.601 & 80.602

This paper provides you with practical experience working in nature-based operations or other tourism businesses that have an interest in improving the sustainability of their operations. The total duration will be determined by the operator providing the experience and will be in the range of between six weeks to three or four months. You can opt for the practical component to run either during the Summer Term Year 2 or Year 3 Term 1.

By the end of the paper, you should have gained:

- Higher level skills of analysis, critique, synthesis and problem-solving
- A sound understanding of advanced issues in tourism and service management in the area of dissertation research
- The ability to maintain currency in the relevant body of tourism and services knowledge through the judicious assessment of subsequent developments in the field
- A deeper understanding of the tourism/ecotourism industry and made contacts that are likely to improve their employment prospects.

80.701 Ecotourism Planning

Pre-requisites: 80.602 & 80.603

In this paper we take an in-depth look at the current linkages between tourism and the ecotourism sector. We identify stakeholders, needs and assets and consider business planning strategies, product interpretation, programme design, programme implementation, marketing, evaluation and quality control.

On completion of the paper, you should be able to:

- Identify specific activities and planning related to stakeholders' responses to environmental opportunities and challenge
- Identify a range of national and international resources available to ecotourism operators to enable them to enhance their performance
- Evaluate by case studies how operators have dealt with specific competitive environments
- Evaluate how new technologies can act as a decision support system for tourism business
- Provide linkages between ecotourism theories and tourism practices
- Understand and reflect upon the critical notion of tourist yield and how research tools can be used to enhance yield.

80.702 Ecotourism Interpretation

Pre-requisites: 80.602 & 80.603

Areas studied in this paper include ecotourism tour guiding; certification, training and experience; career paths for guides; leadership in outdoor settings; risk and safety management during activities; trip/activity planning; the interactive ecotourist; the role of interpretation; methods of interpretation in ecotourism settings; New Zealand's natural and cultural heritage

You will also have the opportunity to perform a wide range of guiding skills through practical sessions out of class. This is a 'taster' paper for those interested in pursuing a guiding or leadership career in adventure-based ecotourism. However, all components of this paper are vital if you are to fully understand the operations of any ecotourism business.

80.703 Future Directions for Ecotourism

Pre-requisites: 80.602

This paper considers:

- Ecotourism's evolution from small-scale niche market to mainstream
- Globalisation and ecotourism today

- A greater focus on community development
- Technology and ecotourism
- Ecotourism hybrids: voluntary and educational ecotourism, travel ecology, and eco-cultural tourism
- Emerging trends in marketing styles and strategies
- Indigenous culture brokers
- Grassroots political organisational activities
- Evolving policies (government, NGOs and international organisations)
- Social psychology of the tourist experience
- The equitable distribution of ecotourism benefits
- The foci of emerging ecotourism organisations
- Evolving ecotourism business ethics, philosophies and strategies

90.501 Research and Study Skills 1

Core compulsory paper

This is a practical paper designed to develop the skills needed for study and to carry out primary research. It focuses on the subject of information systems in data collection, storage, analysis and presentation of data using both qualitative and quantitative approaches. In addition, you will write full research reports including such sections as analysis of results, discussion, findings, conclusions and limitations. You also learn how to use the library for secondary research and how to seek competent technical advice.

90.601 Research and Study Skills 2

Core compulsory paper

This paper provides further practical training in research techniques and methodologies with a focus on secondary research. The first part includes approaches to research, critical thinking, evaluation of academic sources, research ethics, reviewing literature, planning a research project and selecting methods of data collection. Electronic referencing systems will be used and you will learn how to write a critique of a secondary research project, a literature review, a research proposal and take part in a viva oral examination.

90.602 Internationalism

Core compulsory paper

International politics have been turned upside down in the past 15 years. The long-lasting bipolar international system of the Cold War era has ended and a new global system is rapidly emerging. The fundamental dynamic of our epoch is said to be 'globalisation' – a phenomenon that is strongly affecting everything and therefore provokes a lot of academic and political controversy.

In this paper we examine the old Cold War system and the new globalisation system. The old theories and conceptual tools used to analyse the Cold War international system (such as Realism) are reviewed and critiqued. You are introduced to and engaged in the 'globalisation debate', considering the following questions:

- What are the contending perspectives on globalisation?
- How can we make sense of our new 'globalised' world politics and economy?
- What are the new concepts, theories, issues, and problems of studying this?

- How relevant are the old approaches used to understand international relations in the new era marked by the events of September 11, 2001?
- Are the classical formulations of state sovereignty still relevant in the globalisation era?
- What are the roles of the UN and NGOs in the global political system today?
- What is the future of multilateral diplomacy and of international law in light of recent US unilateralism and the Bush doctrine of pre-emption?

We also explore global challenges such as free trade vs. fair trade, South-South cooperation, sustainable environment, poverty reduction, third world/global development, democratic governance, the impact of globalisation on indigenous people, and universalising human rights. It is hoped that, after completing this course, you will gain a usable conceptual framework to understand world politics better and to be able to put global issues and events in perspective, especially in the post-Cold War, post-September 11, post-Iraq War world.

90.602A/B Professional Internship Project

This paper is designed to provide students with practical vocational work experience in order to strengthen and develop leadership, communication skills, problem solving capability, and their approach to effective teamwork. This paper provides students with the opportunity to gain direct experience in various settings (including businesses, non-governmental organisations, vocational/teaching, sports clubs, hospitality providers, and others). They will be encouraged to bring this knowledge back into the classroom to further enrich their knowledge of themselves and their future career.

90.604 Marketing Management

Prerequisites: Nil

This paper provides an overview study of marketing as an important area of business and encourages students to think critically of the marketing techniques across cultures. The overall design of the paper is intended to highlight the vitality of the modern marketing environment and to show how organisations address the needs of its local and global customers. A strong emphasis is placed on practical illustrations of marketing theories and concepts, and on the intercultural aspects of marketing necessary for building relationships with customers in different countries.

90.605 Organisation Management and Culture

Prerequisites: Nil

This paper provides an introduction to the essential aspects of managing business operations and the fundamental skills and roles played by managers in different cultural environments. It aims to provide an understanding of the basic management functions of planning, organising, controlling and leading and their applications across different countries. It gives both a historical perspective to the development of managerial thought and an understanding of the cultural environment in which the manager operates.

90.606 International Business

Prerequisite: 30.501 Principles of Economics

This paper deals with the impacts of cross-cultural influences, international political systems, legal restrictions, and trade barriers on international business. In addition, students will study the continual change in the international business landscape, and how innovative strategies are being used by multi-national corporations.

90.701A/B Interdisciplinary Project

Core double paper

After learning in 90.501 and 90.601 how to formulate relevant questions, choose appropriate methodologies, collect and analyse data, and organise and present results, this paper provides practical experience in conducting an interdisciplinary research project. You work independently to integrate diverse aspects of an issue, although your work is supervised by a staff member with postgraduate qualifications related to your research area.

2 Study Facilities

The Institute library and computer labs offer great facilities for study and research.

2.1 IPU New Zealand Library

The Library has a wide range of books, periodicals, videos, DVDs, reference materials, newspapers and on-line information that will help in your studies. You will also find books for recreational reading in the Institute library.

The library catalogue can be accessed from the IPU New Zealand Library homepage at <http://ipu.ac.nz/home/about-ipu/library/>. On the library homepage you will also find links to the online databases that the library subscribes to. Read the database information to find out which database to use.

It is possible to generate bibliographies/references of articles from the Proquest database, and of books from the library catalogue. (You will first need to login to your personal page on the library catalogue using your student ID for both the login and password.). In both cases, you can select APA style bibliographies. Use this as a guide to help you build your list of references. Be sure to verify the accuracy of both the bibliography and the citation style. In particular, the formatting of author names and dates might need to be adjusted.

Personal Language Development Resources

The Personal Language Development Collection can be used to help develop language skills, and a small collection of books and tapes is available to assist in preparing for TOEFL, TOEIC and IELTS tests.

Tutorial Rooms

Tutorial rooms can be reserved by students for group assignment work. Direct dial 350 2855 or on campus dial Ext. 855.

Interlibrary Loan Service

The Library offers an interlibrary loan service for books and journal articles. This means that the IPU New Zealand Library can help you can borrow a book or journal article from another library in New Zealand. See the librarians for more information about this very useful interloan service.

Computer Use

There are a limited number of computers available in the Library for student use. Students may also use their PowerBook or iBook computers in the Library.

Opening Hours

During term time the Institute Library is open:

Monday to Thursday	8:30 am -10:00 pm
Friday	8:30 am - 9:00 pm
Saturday	1:00 pm - 9:00 pm
Sunday	1:00 pm - 9:00 pm

The Library does not open on Public Holidays.

For further information contact: library@ipu.ac.nz

2.2 Computers and IT Support

There is a computer lab for student use in A-block though it is often used for teaching non-computing classes. Please check the class times on the doors of the lab and do not go in if there is a class in session.

Opening Hours

During Terms One , Two and Summer term the computer lab is open:

Monday to Thursday	8:30 am - 5:30 pm
Friday	8:30 am - 5:30 pm

Problems With A Computer?

IT Support staff are located in the Admin Building. Please see them if you are having any problems with computers between 8:30 am and 5:30 pm on weekdays or you can contact the Technical Support Specialist itsupport@ipu.ac.nz

2.3 Borrowing Equipment

If you need to borrow equipment such as a digital camera, a video camera or a powerpoint projector, you need to get your lecturer to book the equipment for you.

3 Academic Skills and Techniques

The Tertiary study involves learning a range of academic skills and techniques including specialised reading skills, taking notes in lectures, writing essays and reports, referencing, giving presentations, taking part in formal discussions and sitting tests.

For guidance on improving your writing skills, please refer to the following textbook:
Wyrick, J. (2002). *Steps to writing well* (5th ed.). Boston: Heinle.

Or see our Academic Language and Writing Support Tutor Rosie Estall – Details in section 5.2

3.1 Academic Reading Skills

When you read to obtain specific information for an assignment, you should:

- Be sure you know what information you are looking for before you start reading
- Read the covers, introduction and preface of the book to get an overall picture of what the book deals with
- Use the table of contents and index to locate specific information, don't try to read a book from cover to cover
- Check if there is a chapter summary or abstract and, if there is, read it first – this will give you a good idea of the contents of the chapter or article
- Read the relevant pages before you start to take notes
- Try to detect any obvious relationships (e.g. cause-effect, problem-solution) in the text
- Turn the book or article over and try to rewrite the main points in your own words or draw labelled sketches or diagrams (if you can't do this then you do not really understand what you have been reading)
- Take notes using the words in the text in quotation marks, and take some other notes using your own words - later on, this will enable you to determine which are your own words and which are not
- Use different colours in your notes for different levels of information, and to show relationships between information
- Make a note of all necessary bibliographical details of what you are reading
- File or arrange your notes in a way that helps you to retrieve information
- Be cautious when taking information from the Internet: Don't use a reading unless it is from a reputable source.

Dealing With Unknown Words

As students in tertiary education, you will come across many words which are unfamiliar. It is essential that you develop strategies for dealing with these words. Here are a few tips to help you:

- When you are reading over a passage for the first time try to notice which unknown words frequently appear and which appear only once.
- If an unknown word appears only once, ask yourself, “ can I understand the text without understanding the word? If you can understand the text without the word ignore it.

- If you can't understand the text without understanding a particular word try to guess the meaning by looking at other words in the sentence, surrounding sentences and nearby tables, diagrams and pictures.
- If you can't guess the meaning of an important word only then look it up in your dictionary.

3.2 Evaluation of Internet Sources

The Internet is a rich source of information. HOWEVER, not all sources are equally good or acceptable for academic research. Before you use web pages for your study ask yourself 'HOW GOOD ARE THEY?'

Here are some basic evaluation criteria:

Accuracy

- a) is the information verified by editors or other 'fact checkers'?
- b) has the site adopted any standard/rules?
- c) is the information reliable?

Some of these things can be hard to know. Ask your lecturer for help to find out about these if you are not sure.

Authority

- a) who is the author/publisher? Information from government institutions, well known respectable agencies and universities is usually reliable.
- b) what reputation has the author on the topic (e.g., is the author identified as an expert or researcher?)

Objectivity

- a) is the text very personal/subjective or biased?
- b) what is the purpose of the text: to inform or to persuade?
- c) does it give a balanced view or are the arguments one-sided?

The best sources will provide information in an objective way with different sides of arguments all presented.

Type

- a) informational
- b) educational
- c) news
- d) personal
- e) entertainment
- f) advocacy
- g) marketing/sales
- h) other:

You may need to be cautious if a website is presenting news items, personal information or ideas, is providing entertainment or is trying to persuade people to believe certain ideas or buy products. The information on these kinds of websites may be biased or incomplete.

3.3 Writing Essays and Reports

Essays and reports are two of the many type/genres of writing you will be developing during your time at IPU New Zealand. Though both have Introduction, body, and conclusion, however, there are a few technical differences.

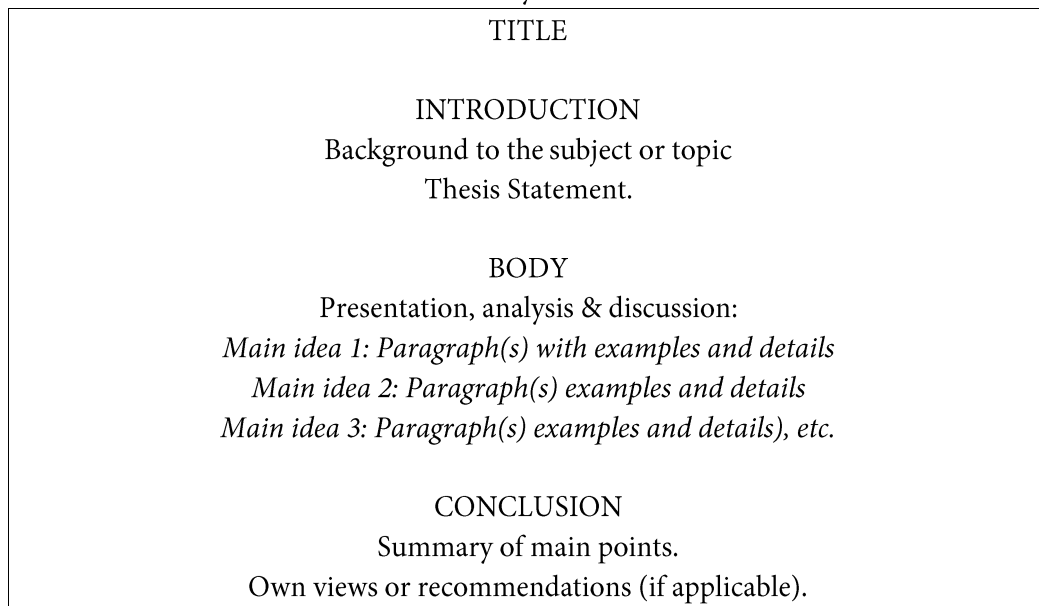
Essay: An essay generally addresses one central question and asks you to develop a *thesis statement*- i.e., your personal opinion or position in answer to the question. Usually, you explain or defend your thesis statement with reasons and evidence gained from new insights from reading, research and personal experience.

Your essay must have the following structure:

1. A single statement that describes your position, normally called a THESIS STATEMENT which is a brief 1-2 sentences only, and often contains the words, *should* or *should not*. Write the statement as specifically as possible. Your statement should suggest a particular course of action to address the issue.
2. The essay should have at least THREE reasons supporting the thesis statement, each with its own paragraph. You should draw on information from the paper, and other supplementary research to develop reasons that will support your position.
3. Each of the reasons should be clearly DIFFERENT from the other.
4. Each of the reasons should RELATE directly to the position statement.
5. Each of the reasons should have some EXAMPLES or EVIDENCE (facts, numbers, statistics) to support it.
6. Ensure that you have also addressed to some extent the opposing viewpoints with evidence. Counter the opponents' strongest arguments in either a separate paragraph or a part of preceding paragraph.
7. Conclude the essay in the way that ties things together in a holistic, logical and clear manner.
8. Use the following style and presentation for submission of essay:
9. Institute approved cover page that shows your name, student id number, date of submission, paper code and title in full, and the name of the paper controller. The body of the essay should be in 12-point font Times New Roman. The line spacing should be double spaced, three centimeters left margin, pages numbered consecutively and A4 format. Follow the latest APA guidelines for citation and referencing. The paper controller will inform you about the **Word limit, maximum and minimum number of references** that must be included from books and peer-reviewed articles and limitation on the use of Internet sites. **Failure to follow any of the above style and presentation guidelines will be strongly penalised, and you will not be allowed to re-submit.**

Basic Structure of an Essay

The diagram below shows the basic structure of an essay:



Report: A report is a specific form of writing that is organised around concisely identifying and examining issues/ problems/ events that have occurred within an organisation, or findings from a research investigation. Unlike essays where you have a position or argument at the very beginning in the form a thesis statement, you are expected to identify and overview a range of issues related to topic for a report, and then reach an original conclusion or solution at the end of the report. A report requires the organisation of information by creating headings and sections or subsections. Each of these sections MUST be based on the discussion of several kinds of issues or a complex issue, which needs to be further broken down into smaller issues or a combination of them.

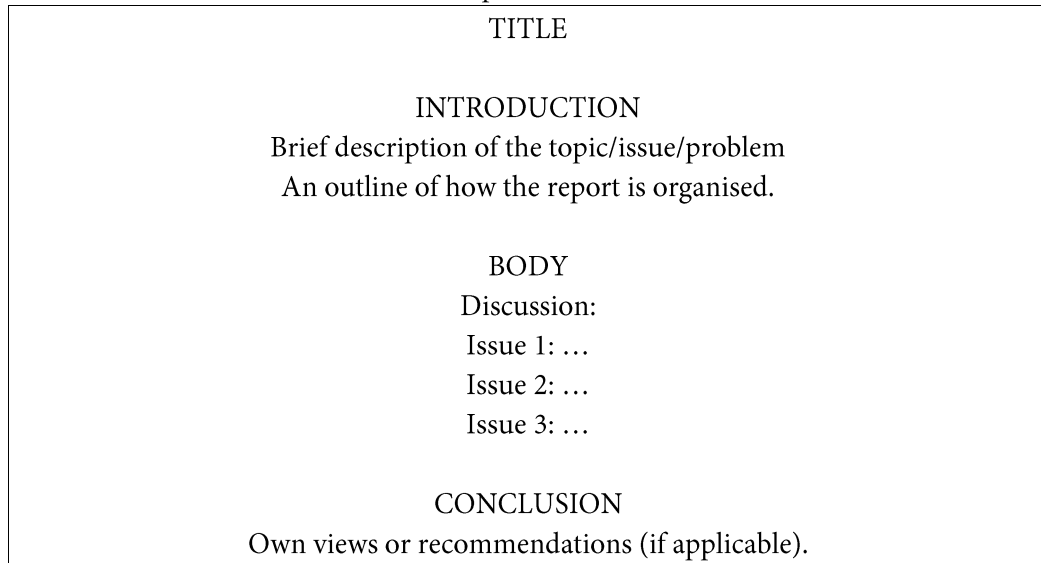
You will be asked to engage in some kind of analysis of the issues or event that the report is based on. This analysis can vary from quite simple identification and description of a complex comparison of the factors involved as well as an evaluation of the value or effectiveness of particular events, processes, or policies. There are three common techniques for writing the analysis section:

1. SWOT analysis involves examining the pros and cons surrounding a particular issue. Each letter in the acronym SWOT - Strength, Weakness, Opportunity, and Threat) could form a separate section within the body of your report's structure.
2. Force field analysis involves identifying the process of comparing the pros and cons before arriving at a decision. Three steps are involved as follows:
 - a) Identifying the driving forces in support of decision
 - b) Identifying the restraining forces or obstacles against a decision.
 - c) Prioritising the most significant driving and restraining forces that will impact on the decision and writing these up in your report.
3. PESTLE analysis involves addressing the political, economic, sociological, technological, legal, environmental issues, aspects or influences in relation to your topic of the report.

Use the following style and presentation for submission of report:

Institute approved cover page that shows your Name, Student ID Number, Date of submission, Paper code and Title in full, and Name of the Paper controller. The body of the Report should be in 12-point font Times New Roman. The line spacing should be double spaced, three centimeters left margin, **Headings** and **Pages** and numbered consecutively and A4 format. Follow the latest APA guidelines for citation and referencing. The paper controller will inform you about the **Word limit, maximum and minimum number of references** that must be included from books and peer-reviewed articles and limitation on the use of Internet sites. **Failure to follow any of the above style and presentation guidelines will be strongly penalised, and you will not be allowed to re-submit.**

The diagram below shows the basic structure of a report:



Appendices

Appendices should only be used if you need to include extra information (for example, long data tables, equations to convert from imperial to metric units, or copies of questionnaires) which would not be of interest to every reader of your work. If you do need to include appendices, they should be located at the end of your report, after your reference list.

Preparing and Writing an Essay or Report Assignment

**Start planning assignments early –
avoid leaving things to the last minute!**

Below is a plan you can follow when you are working on your essay or report assignment.

A 6 Step Plan for Essay & Report Assignment Work:

→ **STEP 1: Understanding the assignment question/topic.**

- Analyse the question to make sure you understand what you have to do.
- Check word meanings in Section 3.4 of this Study Guide.
- If you are in doubt, talk to your lecturer.

→ **STEP 2: Brainstorming.**

- Look at the question and write down all the things you think are relevant to it.
- Include questions about the topic.

→ **STEP 3: Finding information.**

- Decide what kind of information you want, e.g., facts, opinions, figures, etc.
- Use different sources of information, e.g., Academic database and look in your course textbook first (if applicable).
- Decide what is relevant and useful for your assignment (e.g., look for keywords or check the contents pages of books).
- Write notes and summaries.
- Note down the sources of your information for your list of references or bibliography. It is very time-consuming to try to find them again later!
- Avoid using non-academic sources of information such as blogs, chat rooms and similar sources.

→ **STEP 4: Outlining**

- An outline shows what sections you will include in your essay/report.
- It helps you organise your writing.
- Begin with some general ideas or the main points you think you want to include in your report. Look at the outline example below:

Topic: *Meeting the needs of people*

(Note: This is a very general topic. Your lecturers will usually tell you what you need to do in your report, for example, describe, compare and contrast, discuss, etc.)

Thesis: People have a range of needs and to meet them depends on a range of factors.

1. Physical needs – food, drink, air and water, shelter
 - 1.1 economic situation
 - 1.2 age
 - 1.3 environment, ...
2. Emotional needs – love, understanding, ...
 - 2.1 age
 - 2.2 personality, ...
3. Spiritual needs – A place for prayer or reflection, religious community,
 - 3.1 religion
 - 3.2 culture
 - 3.3 political system

- You will probably refine your outline as you go, after more reading, thinking and perhaps discussing it with your lecturer.

- You may want to leave out a part, or add another to make sure that your assignment matches the task and level of your paper.

→ **STEP 5: Illustrations**

- Are there any diagrams or tables, which could be included in your report to help illustrate or support your ideas or arguments?
- Figures and Tables should be numbered, given a title and a citation for the source.
- eg: Figure 1. Map of Thailand (from Donman, 1998, p. 4)
- eg: Table 1. Annual rainfall for Boston (from Miller, 2000, p. 54)
- Figures and Tables should be included within the body of the text in the order in which they are referred to in the report.
- Each Figure and Table should be referred to at least once in your writing.

→ **STEP 6: Writing/editing drafts of your essay/report**

- Did you follow the assignment instructions?
- Did you answer the question thoroughly?
- Did you include enough/appropriate examples?
- Are your spelling & grammar correct?
- Have you cited sources appropriately?
- Is your reference list complete and correct?
- If you are not sure about your work, ask your lecturer to check your draft.

3.4 Common Key Words in Questions

The following terms are often used in assignment and exam questions.

Analyse:	To separate and describe each part of an idea or concept, and show how the parts relate to each other.
Assess:	To judge the value, merit or significance of the idea or subject critically.
Compare:	To show the similarities and differences between two or more subjects or ideas, with emphasis on the similarities.
Contrast:	To describe differences between two or more subjects or ideas.
Critique:	To make your judgement about the views expressed and support your judgement with evidence.
Define:	To give meaning of a word term, distinguishing it from closely related subjects, sometimes with examples and illustrations.
Describe:	Use words to show the characteristics or properties of something.
Discuss:	To examine different aspects of an idea or argument in detail.

Evaluate:	To inquire and assess the advantages and disadvantages of an idea or problem.
Explain:	Give details and reasons about something so that it can be understood.
Illustrate:	Explain and also provide examples about something.
List:	Write a set of words or phrases written down one after another.
Outline:	Present the main points about a subject.
Review:	Examine a subject critically and comment on the most important aspects or arguments.
Summarise:	Present the main points concisely.

3.5 Plagiarism and Academic Honesty

Statement on plagiarism: You must not copy or paraphrase another person's work without giving the source otherwise you may fail your assignment. Use APA style, which is available at the back of this Student Study Guide.

Forms of Academic Dishonesty

The Academic Honesty Policy covers any work submitted for credit as someone's own, including any academic exercises such as written work, computer-generated work, art/design or visual information.

Different types of disciplinary action reflect the varying levels of seriousness of academic dishonesty and are to be taken in regard to students' seniority and academic programme, as well as their history of academic honesty at the Institute.

Note that students may lose between 10% and 100% of marks for assignments or tests if they are found to have plagiarised.

There are four main types of Plagiarism identified by the Institute: Copying, Recycling, Assignment Cheating and Exam/Test Cheating.

3.5.1 Copying

Examples of each kind of copying are provided in the section below. Three types of copying are:

- a. Direct copying**
- b. Inadequate paraphrasing**
- c. Cut & paste**

Submitting work that includes someone else's words, ideas, or data without appropriately acknowledging the source is deemed to be plagiarism. This may take the following forms, each of which will incur one or more of the stated disciplinary actions.

Examples of Three Types of Copying

The paragraphs in the boxes below were taken directly from two environmental studies textbooks. The information from the textbooks could be used to help answer an assignment question.

From Miller, G. Tyler (1999). Environmental Science, 7th edition, p. 20:

“The world’s population is still growing rapidly and is projected to increase from 5.84 billion to 8 billion between 1997 and 2025.”

From Botkin, D. & Keller, E. (1995) *Environmental Science: Earth as a Living Planet*, p. 93:

“Some believe that our technologies will allow us to colonize previously unused areas, such as the Antarctic and even the deep sea; this may be possible to a limited extent. Others suggest that we can take care of the Earth’s population problems by creating space stations or migrating to other planets. But these solutions could take care of only a fraction of the 93 million people added each year to the human population. We may be able to inhabit other planets, but this is not a solution for world problems.”

The following show examples of how the textbook information could be plagiarised in an assignment in three different ways:

a. **Direct Copying** = verbatim reproduction of the original text or visuals, ideas, and/or data without in-text citation.

Disciplinary action:

- 10-100% marks deducted, depending on proportion of copied text
- No resubmission
- Verbal warning by Dean (recorded)
- Written censure by Dean for repeated offences

EXAMPLE:

The world’s population is still growing rapidly and is projected to increase from 5.84 billion to 8 billion between 1997 and 2025. Some believe that our technologies will allow us to colonize previously unused areas, such as the Antarctic and even the deep sea; this may be possible to a limited extent. But these solutions could take care of only a fraction of the 93 million people added each year to the human population (Botkin & Keller 1995, p. 93).

Comments about the example:

In this example, whole sentences have been copied and should have quotation marks around them. Miller is not cited as a source for information in the first sentence at all.

b. **Inadequate Paraphrasing** = verbatim copying of text passed as paraphrase by providing in-text citation but no quotation marks.

Disciplinary action

- 10-100% marks deducted, depending on proportion of inadequately paraphrased text
- Resubmission and re-evaluation at discretion of course controller
- Verbal warning by Dean (recorded)

EXAMPLE :

Some people believe that technology will allow us to live in areas that were previously unused (e.g., the Antarctic or deep ocean), and this could be possible to a limited extent. Other people think that the Earth's population problem can be taken care of by moving to space stations or other planets. But these solutions would only affect some of the 93 million people added to the world population each year. Going to live on other planets will not solve the problem (Botkin & Keller 1995, p. 93).

Comments about the example:

In this paragraph, sentences from Botkin & Keller have been copied, and some changes have been made by substituting different words and changing word order. The writing is clearly not original. In order to improve this example, the information needs to be fully paraphrased.

- c. **Cut & Paste** = integrating copied and/or inadequately paraphrased components of text throughout with or without in-text citation.

Disciplinary action:

- 10-100% marks deducted, depending on proportion of copied text
- Resubmission and re-evaluation at discretion of course controller
- Verbal warning by Dean (recorded)

EXAMPLE 1:

The world's population is projected to increase to 8 billion between 1997 and 2025, but some believe that our technologies will allow us to colonize and suggest that we can take care by creating space stations. But this is not a solution for world problems.

Comments about example 1:

In this example pieces of sentences have been copied and pasted together without the use of quotation marks, plus there are no references cited. Also what has been written is not clear in meaning.

EXAMPLE 2:

The world's population is growing rapidly, and some believe our technologies will allow us to take care of the Earth's population problems by migrating to other planets, but this is not a solution for world problems.

Comments about example 2:

Although this paragraph makes sense, it still consists of pieces of text that have been copied and pasted together. The paragraph is not an original piece of work. No sources for the information have been cited.

EXAMPLE 3:

The world's population is growing rapidly and some believe our technologies will allow us to take care of the Earth's population problems by migrating to other planets, but this is not a solution for world problems (Botkin & Keller 1995, p. 93).

Comments about example 3:

This is the same paragraph as the one in example 2. This time a source has been cited, but the paragraph still consists of pieces of text which have been directly copied. Any text which is directly copied from another source must be shown in quotation marks.

Examples of Acceptable Work

The paragraphs from the environmental studies books could be used as sources to write academic work which is honest and does not include plagiarism. Here are two examples of acceptable use of the textbooks as sources of information:

EXAMPLE 1:

There are around 93 million people added to the world's population every year (Botkin & Keller 1995, p. 93), and the total world population is expected to reach 8 billion by the year 2025 (Miller 1999, p. 20). Botkin & Keller (1995, p. 93) note it has been suggested that in the future humans will be able to go and live on space stations or other planets, but they believe that "this is not a solution for world problems" because only a small number of people could leave.

EXAMPLE 2:

According to Botkin & Keller (1995, p. 93), there are about 93 million people added to the world population every day. By the year 2025, the total world population could reach 8 billion (Miller 1999, p. 20). The possibility of people going to live on other planets or space stations "is not a solution for world problems" (Botkin & Keller 1995, p. 93) because only a small number of people could leave Earth.

Comments about examples 1 and 2:

These two examples of acceptable work include information from Miller and from Botkin & Keller, and a copied phrase from Botkin & Keller. All information sources are cited, and copied material is shown in quotation marks.

3.5.2 Recycling

Where assignments are found to have been submitted twice in different courses.

Disciplinary action

- *100% marks deducted*
 - *Resubmission and re-evaluation at discretion of course controller*
 - *Verbal warning by Dean*
 - *Appearance before the Disciplinary Committee*
-

3.5.3 Assignment Cheating

- a. Copying from another student's assignment, computer program, or project
- b. Submitting materials partially or completely written by another person

Disciplinary action

- 100% marks deducted, depending on level of inadequate paraphrase used
 - No resubmission
 - Appearance before the Disciplinary Committee
-

3.5.4 Exam/test cheating

Using materials (e.g., notes, textbooks, dictionaries) in exam/test situations which are not authorised by the course controller.

Disciplinary action

- 0% marks and
 - Appearance before Disciplinary Committee
-

Course controllers are expected to notify their Dean of each instance of academic dishonesty. Students receiving disciplinary action repeatedly will be referred to the Disciplinary Committee.

3.6 Preparing for Presentations

Research shows that people forget 80% of what they hear within 48 hours of hearing it.

What they remember is not what was said, but how it was said.

Most people remember the presenter, rather than the presentation.

Source: Levy, P. (1990). *Effective Presentations*. U.K.: Longman.

Good presentation skills are both important and useful. If you are asked to prepare a presentation for the class, you can try using the steps listed below.

TRY TO FOLLOW A PLAN USING THE FOLLOWING STEPS:

- ➔ **STEP 1: Consider your own strengths and weaknesses as a presenter.** This will help you to try and improve your weak points and develop your strengths!
- ➔ **STEP 2: Think about your audience.** Make sure you target the interests and level of your audience. Perhaps your lecturer has specified the kind of audience he/she wants you to target.
- ➔ **STEP 3: Find out what the conditions of the presentation will be.** Where will the presentation be? What kinds of presentation facilities does the room have, or what kinds can be brought to the room (e.g., OHP, Projector, etc.)?

- **STEP 4: Identify the purpose(s) of the presentation.** What is the presentation about exactly? Try to focus your ideas so you are very clear about your objectives. If you are not sure about the purpose(s) of the presentation, ask your lecturer for some help!
- **STEP 5 Research your topic thoroughly.** Find out as much as you can about your presentation topic. It will be much easier to be a confident speaker if you understand your topic well!
- **STEP 6 Plan the structure of your presentation.** Make sure there is a logical progression of points during your presentation. Include an introduction and a conclusion.
- **STEP 7 Put the details of your presentation together.** Make sure you cover all the instructions/expectations of your lecturer. Also, make sure you can complete the presentation in the time allowed!
- **STEP 8 Prepare appropriate visual aids.** Your visual aids (OHTs, use of the whiteboard, PowerPoint slides, props, etc.) must be both effective and appropriate. Check that people will be able to see them clearly AND that they can be used to illustrate your presentation well.
- **STEP 9 Prepare notes to refer to during your presentation.** Do not read your speech – this indicates you have a poor knowledge of the subject. Instead, use notes to remind you of major points you want to make.
(HINT: You can put bullet points onto an OHT or PowerPoint slide and then use those as your notes!)
(HINT #2: If you want to give out copies of a written summary of your presentation to the audience, try giving it out at the end of your talk. If you give it out earlier, they might start reading and not listen to you!).
- **STEP 10 Practice your presentation and consider body language.** Try to make your audience relaxed and interested in your presentation through the good use of your voice and body language. Make sure everyone in the room can hear you speak, and that you are speaking clearly so everybody can understand. Maintain good posture and make eye-contact with the audience frequently. Try to show your enthusiasm and interest in the topic, and invite responses from the audience.
- **STEP 11 Revise and improve your presentation.** Consider how you could improve your planned presentation. Can you use humour, anecdotes, analogies and examples to make it more interesting and easier to understand? Is the language you are planning to use clear and concise? Try doing the presentation in front of a friend to get some advice for improvements.

There are some good videos on preparing presentations in the Institute Library.

Try these ones for some ideas and advice:

“Making your presentation” HF 5718.22 M235

“Oral presentations” PN 4121 O63

3.7 Formal Discussion Skills

When participating in a class discussion or any other group discussion, you need to observe a number of **conventions** if you want to become a successful communicator.

In most Western cultures being candid and open, is regarded as polite. Therefore, it is important to be able to say what you think in a discussion, rather than staying silent or agreeing with everybody else to avoid differences of opinion.

Cultural Conventions/Form/Content

- Your contribution should be clear. Try to express your views directly so that others do not have to guess what you mean to say.
- Your contribution should be relevant to the discussion. If you change the topic, you should indicate that you are doing so.
- Be as informative as possible but do not tell more or less than necessary.
- Listen to what others have to say and try to respond. Show whether you agree or disagree and why or ask for further clarification.
- Silence can be viewed negatively. Others may think that you are not interested in the topic, that you don't have any knowledge or ideas about the subject or that you are unwilling to cooperate. It is quite acceptable for others to interrupt your silence in a discussion.
- Make eye contact with all group members while you are speaking.

Language Conventions and Forms

There are some useful expressions commonly used in discussions. Below is a list of these for a variety of functions (add your own in the spaces provided):

<p>Making a point I think/believe that ... It seems to me that...</p>	<p>Agreement That's right/true... I agree with X on.... I'm in agreement with that.</p>
<p>Adding a new point Actually, there's another issue here. It's also important to consider ... There is also ...</p>	<p>Disagreement Well, I have a different point of view... You may be right, but.... I disagree with you there....</p>
<p>Getting the floor May I ask a question? May I add something here? I'd like to comment on that.</p>	<p>Interrupting Excuse me for interrupting, but.... Pardon me, but.... As I was saying.... To finish my point....</p>

<p>Relating your contribution Going back to what X said ... In reference to what X said, I think ... In other words, you think ...</p>	<p>Asking for clarification/information When you say XXX, what do you mean by that? Would you mind explaining that more?</p>
--	---

3.8 Study Techniques

It is important to set aside time to study and to make sure that you have a nice quiet place to study where there are no distractions. Try some of the following suggestions for effective studying.

Studying on your own

When reading your notes or textbook or other materials:

- Make notes, to summarise, the information.
- Re-write your notes in different ways – maybe draw a table or diagram.
- Cover the notes or textbook after you have read about a topic, and then try to write down what you remember about the topic – then check you are correct (IMPORTANT: this does NOT mean that what you write should be identical to what is in the book or your notes, but it should be correct in meaning!).
- Write a list of important terminology, cover your books and notes, and try to write definitions, explanations and examples – then check you are correct (IMPORTANT: this does NOT mean that what you write should be identical to what is in the book or in your notes, just that it should be correct in meaning!).
- Write a list of major topics, cover up books and notes, and write a mini-essay about the topic to include definitions, explanations and examples – then check you are correct and have not forgotten anything.
- Try writing questions for yourself to answer – then check your answers.
- Try answering old test questions – then check your answers.

Studying with others

- Get a friend in the class to write questions for you, and you write questions for them – then write answers – then hand them back to your friend to check.
- Ask someone else to read your answers to check that it makes sense and that you have explained things clearly.

4 Assessment and Grading

Assignments challenge you to read, think and write about a topic. They are also a chance to show your lecturer that you understand the topic well.

You will **gain** marks for:

- Answering all parts of the question fully
- Showing you have a clear understanding of the topic
- Referencing correctly
- Logical organisation of ideas
- Accuracy of information

You will **lose** marks for:

- Plagiarism
- Answering all parts of the question fully
- Poor organisation of information and ideas
- Inaccurate information
- Handing in your assignment late (5% per day)

4.1 Grading Standards

The final grade given for assessments is conditional and cannot be confirmed without Academic Board approval.

The award for a final grade is subject to the following;

- Recommendation by the Academic Moderation Committee
- Confirmation by the Academic Board

A restricted pass is only given at the lecturer's discretion after consultation with the Head of School where a student has earned a final mark of 46-49%.

Grades for Degree papers at IPU New Zealand

A+	=	90 -	100%
A	=	85 -	89%
A-	=	80 -	84%
B+	=	75 -	79%
B	=	70 -	74%
B-	=	65 -	69%
C+	=	56 -	64%
C	=	50 -	55%
D	=	40 -	49%
E	=	0 -	39%

Passing
Grades

Failing
grades

“A” grade work

- Responds fully to the assignment question(s)
- Is well organised and unified
- Provides adequate supporting evidence, examples and details
- Uses appropriate terminology
- Correctly acknowledges and documents sources
- Uses logical arguments where appropriate
- Has no factual errors
- Demonstrate evidence of reading more than the set texts
- Maintains a level of excellence throughout

“B” grade work

- Complies with the first six points listed above, but may contain a few minor errors and shows little or no evidence of extra reading

“C” grade work

- Demonstrates overall competence, but contains minor errors or a serious error

“D” grade work

- Fails in response to some points contains a few serious errors or many minor errors

“E” grade work

- Fails in response to several points contains many serious errors

4.2 Submissions for Late Assignments and Extensions

All assignments must be handed in on the due date. If your assignment is handed in late, 5% of your mark will be deducted for each day it is late (including weekend days). The 5% is taken off the mark your teacher has given you for your assignment. Here is an example to show how this works:

Example: Handing in a 10% assignment 3 days late:

- If your original mark is 9 out of 10 (A+), you will lose 1.35 marks, and your final mark will be 7.7 out of 10 (B+).
- If your original mark is 7 out of 10 (B), you will lose 1.05 marks, and your final mark will be 6 out of 10 (C+).
- If your original mark is 5 out of 10 (C), you will lose 0.75 marks, and your final mark will be 4.3 out of 10 (D).

If your assignment is submitted more than 5 working days late, than the mark for your late submission will be zero. An extension may be granted if your present a medical certificate or special circumstances **before** the due date.

4.3 Attendance

It is a requirement by Immigration New Zealand that all international students must have 100% attendance. Each student is required to attend all scheduled classes. Arriving in class after it begins is not acceptable. Lateness is the same as an absence. If 5 minutes late, one hour of attendance will be taken off. If an agreed weekly individual appointment time is missed, then no attendance will be awarded.

If you or a member of your family is sick and you do not attend class, you will be marked absent. You must get a Doctor's certificate to confirm that you have been unable to attend class due to illness. Immigration New Zealand may also require your Doctor's certificate later, when you renew your student visa.

4.4 Documentation to hand in with your project

You should hand in the following with any project involving primary research:

- A copy of your report, including acknowledgements and abstract. **THIS SHOULD NOT BE STAPLED. PUT IT IN A PLASTIC FOLDER.**
- A CD or flashdrive containing your final report and your data in the case of a quantitative study. Both electronic and paper copies should be clearly labelled with you name, ID, the title of your project and the date.
- All completed questionnaires (Primary research only)

5 Getting Help

5.1 Help with Health and Personal Problems

It can be hard to study when you are feeling over-stressed or sick. Please see the staff at the Health Clinic in D-block if you are sick or have any questions about health. The Doctor at the Health Clinic will be able to issue you a Doctors certificate if you have been unable to attend class because of illness. For non-academic matters and personal problems, see student support.

5.2 Help with Academic Language and Writing Support

Language Development is a crucial aim at IPU New Zealand! The Institute offers not only formal classes but also support to help you develop your language skills and facilitate independent learning. This includes:

Academic Language Support

- Includes Reading, Writing, Speaking, Listening
- Helps to build academic language and oral discussion skills
- Targets individual needs to enhance language awareness

Academic Writing Support

This service aims to help you develop productive writing habits and confidence as a writer. You can use it at any stage of the writing process, even if you haven't written anything! Although you'll be working on a specific assignment, what you learn applies to all of your writing.

Individual appointments can be helpful to:

- Plan, and organise ideas
- Use the appropriate style of writing
- Discuss concerns about structure and organisation
- Address questions about clarity in your writing
- Link your writing with lecture readings
- Learn revision and editing strategies
- Use APA referencing correctly

Make an appointment as early as possible - make appointments regularly! Don't wait until an assignment is due.

A range of online resources to support your academic learning can be found on **Moodle** under **Learning Support**.

Academic Language and Writing Support Tutor: Rosie Estall

Location: A6

Phone: (06) 3540922 ext 879

Email: restall@ipu.ac.nz

Normal hours of work: Monday: 9.00 a.m. – 1.00 pm (A6); 3.30pm – 5.30pm (T- Block).
Tuesday – Friday: 9.00 a.m.- 5.00 p.m.

Book an appointment online on Rosie's shared google calendar.
https://www.google.com/calendar/render?tab=mc&pli=1#main_7

IMPORTANT NOTE:

**HELP FROM THE ACADEMIC READING AND WRITING SUPPORT IS LIMITED TO
LANGUAGE AND STRUCTURE.**

- ❖ NO assistance is given with content
- ❖ It is NOT a proofreading service

5.3 General Academic help

If you cannot resolve any academic problems and have already discussed them with your lecturer(s), please contact:

Heads of School:

School of Global Studies Dr Rashid Ameer

(International Business Studies and International Relations majors)

School of Language and Culture Stewart Holdaway

(Japanese Studies and Language and TESOL majors)