

## Term Information

Effective Term Summer 2016

## General Information

Course Bulletin Listing/Subject Area Linguistics  
Fiscal Unit/Academic Org Linguistics - D0566  
College/Academic Group Arts and Sciences  
Level/Career Undergraduate  
Course Number/Catalog 2797.01  
Course Title Global May study Abroad New Zealand  
Transcript Abbreviation NZ Study Abroad  
Course Description This Study Abroad course will introduce students to the unique history and culture of New Zealand. Through an intensive immersion program students will combine classroom instruction from UC academics with cultural visits and community engagement projects. The focus of the course is on Language and Identity which will enable students to become immersed in the culture and history of New Zealand.  
Semester Credit Hours/Units Fixed: 3

## Offering Information

Length Of Course 4 Week (May Session)  
Flexibly Scheduled Course Never  
Does any section of this course have a distance education component? No  
Grading Basis Letter Grade  
Repeatable No  
Course Components Workshop, Lecture  
Grade Roster Component Lecture  
Credit Available by Exam No  
Admission Condition Course No  
Off Campus Always  
Campus of Offering Columbus

## Prerequisites and Exclusions

Prerequisites/Corequisites  
Exclusions

## Cross-Listings

Cross-Listings

## Subject/CIP Code

Subject/CIP Code 16.0102  
Subsidy Level Baccalaureate Course  
Intended Rank Freshman, Sophomore, Junior, Senior

## Requirement/Elective Designation

General Education course:  
Education Abroad (new)

The course is an elective (for this or other units) or is a service course for other units

## Course Details

### Course goals or learning objectives/outcomes

- Students recognize similarities, differences, & interconnections between their host country and the U.S.
- Students function effectively within their host country
- Students articulate how their experiences have influenced their perceptions

### Content Topic List

- New Zealand language, culture, and history
- Biculturalism and multiculturalism in an international context
- Engagement with the cultural, academic and vocational developments in New Zealand

## Attachments

- Syllabus.pdf: Syllabus (original)  
*(Syllabus. Owner: McGory, Julia Tevis)*
- NZ Course Assessment Plan.pdf: Assessment Plan (original)  
*(GEC Course Assessment Plan. Owner: McGory, Julia Tevis)*
- NZ-Attachment Linguistics Curriculum Map.docx: Curriculum map  
*(Other Supporting Documentation. Owner: McGory, Julia Tevis)*
- GE Rationale.pdf: GE Rationale  
*(Other Supporting Documentation. Owner: McGory, Julia Tevis)*
- Syllabus--rev 4-28-15.docx: revised syllabus  
*(Syllabus. Owner: Vankeerbergen, Bernadette Chantal)*
- Syllabus-Revised.pdf: revised syllabus 5/21/15  
*(Syllabus. Owner: McGory, Julia Tevis)*
- NZ Course Assessment Plan Revised.pdf: revised assessment plan 5/21/15  
*(GEC Course Assessment Plan. Owner: McGory, Julia Tevis)*

## Comments

- Revised syllabus and assessment plan have been provided stating that (1) OSU faculty will assess the journal and (2) the 4th entry in the journal will be an end of program reflection. *(by McGory, Julia Tevis on 05/07/2015 02:56 PM)*
- See 4-30-15 e-mail to C Clopper and J McGory. *(by Vankeerbergen, Bernadette Chantal on 04/30/2015 10:06 AM)*

**COURSE REQUEST**  
2797.01 - Status: PENDING

Last Updated: Heysel,Garett Robert  
06/05/2015

**Workflow Information**

Status	User(s)	Date/Time	Step
Submitted	McGory,Julia Tevis	03/09/2015 05:16 PM	Submitted for Approval
Approved	McGory,Julia Tevis	03/13/2015 09:52 AM	Unit Approval
Approved	Heysel,Garett Robert	03/19/2015 01:01 PM	College Approval
Revision Requested	Vankeerbergen,Bernadette Chantal	03/20/2015 01:08 PM	ASCCAO Approval
Submitted	McGory,Julia Tevis	03/20/2015 04:20 PM	Submitted for Approval
Approved	McGory,Julia Tevis	03/31/2015 09:10 AM	Unit Approval
Approved	Heysel,Garett Robert	04/02/2015 08:39 PM	College Approval
Revision Requested	Vankeerbergen,Bernadette Chantal	04/30/2015 10:06 AM	ASCCAO Approval
Submitted	McGory,Julia Tevis	05/07/2015 02:56 PM	Submitted for Approval
Approved	McGory,Julia Tevis	05/07/2015 02:56 PM	Unit Approval
Approved	Heysel,Garett Robert	06/05/2015 07:16 PM	College Approval
Pending Approval	Nolen,Dawn Vankeerbergen,Bernadette Chantal Hanlin,Deborah Kay Jenkins,Mary Ellen Bigler Hogle,Danielle Nicole	06/05/2015 07:16 PM	ASCCAO Approval

**Global May Study Abroad  
New Zealand  
University of Canterbury  
'New Zealand Language, Culture and History'**

**Overview**

This Study Abroad course will introduce students to the unique history and culture of New Zealand. Through an intensive immersion programme students will combine classroom instruction from UC academics with cultural visits and community engagement projects. The focus of the course is on Language and Identity which will enable students to become immersed in the culture and history of New Zealand. Utilising the expertise of the College of Arts, with a focus on linguistics and culture, and from the Maori and Pacific Development teams, students will be able to develop an understanding of other cultures and be able to reflect critically on their own culture. Cultural visits and community engagement projects will enrich the learning experience by providing students with practical and community engagement projects.

**GE Course: Education Abroad  
Learning Outcomes**

1. Students recognize and describe similarities, differences, and interconnections between their host country/countries and the U.S.
  2. Students function effectively within their host country/countries.
  3. Students articulate how their time abroad has enriched their academic experience.
- This course is a GE, Education Abroad Course with the following learning outcomes associated with this GE.

**Course Objectives**

Students will:

- Experience an intensive introduction to New Zealand language, culture and history through a series of lectures, workshops, cultural activities and community engagement projects
- Be introduced to the issues of biculturalism and multiculturalism in an international context through academic and community experiences
- Be able to critically engage with the cultural, academic and vocational developments in a globalised world

**University of Canterbury participants and contacts**

**Coordinator:** Dr Stephen Hardman, College of Arts International and Internship Coordinator

**Sponsoring School:** Professor Beth Hume, School of Language, Social and Political Sciences

**Faculty:** Dr Kevin Watson, Head of Department, Linguistics

## **Participating Schools, Departments and Service Units**

- Aotahi: School of Māori and Indigenous Studies
- International Relationship Office
- Macmillan Brown Centre for Pacific Studies
- Māori Development Team
- Pacific Development Team
- School of Humanities and Creative Arts

## **Assessments**

**Participation:** 10%

**Language and Identity Project:** 50%

This will be an ongoing project in which students will develop a practical and theoretical project on languages and identity in New Zealand. It will involve a combination of classroom, research and community work. The grade will be made up of:

- Literature research 20%
- Fieldwork 20%
- Final presentation 10%

**Analytical journal and notebook & GE Assessment** (to be graded by an OSU Faculty member): 40%

This will be an ongoing critical reflection of the student's experience in New Zealand and demonstrate an understanding and awareness of the learning outcomes of the course. This will be collected 4 times throughout the May term, the last entry being collected one week after the end of the program. Each submission will comprise 10% of the grade.

**The OSU Grading Scale will be used to calculate grades as follows:**

93 - 100 (A)

90 - 92.9 (A-)

87 - 89.9 (B+)

83 - 86.9 (B)

80 - 82.9 (B-)

77 - 79.9 (C+)

73 - 76.9 (C)

70 - 72.9 (C-)

67 - 69.9 (D+)

60 - 66.9 (D)

Below 60 (E)

**The OSU Grading Scale will be used to calculate grades as follows:**

93 - 100 (A)  
90 - 92.9 (A-)  
87 - 89.9 (B+)  
83 - 86.9 (B)  
80 - 82.9 (B-)  
77 - 79.9 (C+)  
73 - 76.9 (C)  
70 - 72.9 (C-)  
67 - 69.9 (D+)  
60 - 66.9 (D)  
Below 60 (E)

## **Overview of Syllabus and Itinerary**

**Credit Hours:** 3

**Weekly Schedule:**

Classroom instruction (lectures, seminars and workshops) – 5-6 hours each week

MTW: 9am-11:00am

Cultural visits and fieldwork – 8-10 hours each week

RF: 11:00am-4:00pm

### **Week one: Introduction to New Zealand, and Language and Identity**

- Orientation (international Relationship Office and SH)
- Lectures and workshops on New Zealand history
- Māori Development Team – workshop
- Pacific Development Team – workshop
- Marae visit and pōwhiri, and PVC Arts and VC welcome
- Film screenings
- Tour of Christchurch

### **Weekend Field Trip**

#### **Week two: New Zealand Language and Culture**

- Lectures on linguistics
- Linguistics field project
- Lectures on New Zealand literature
- Visit: Ferrymead Heritage Park ([http://en.wikipedia.org/wiki/Ferrymead\\_Heritage\\_Park](http://en.wikipedia.org/wiki/Ferrymead_Heritage_Park))
- Community visit: Urban Gardens (e.g. <http://www.gardencity.org.nz/projects/agropolis/#pagetitle>)
- Evening creative arts event at XCHC (<http://www.xchc.co.nz/>)

### **Weekend Field Trip**

#### **Week three: Community Engagement**

- Lectures on urban developments in Christchurch and community engagement
- Presentation by Student Volunteer Army (<http://www.ucsva.org/>)

- Community engagement project – work with a community organisation on a specifically designed project
- Cultural event with Refugee Council and the Human Rights Commission of New Zealand (<http://www.hrc.co.nz/race-relations/te-ngira-the-nz-diversity-action-programme/participants-2014/canterbury-refugee-council/>)
- Meeting and reception with representatives from Christchurch City Councils and business and community leaders

**Weekend:** A community based project with the Ministry of Awesome (<http://www.ministryofawesome.com/>)

### **Week four: A Globalised World**

- Lectures on indigenous cultures and globalisation
- Lectures on language and identity
- Workshop with UC internship students (<http://www.arts.canterbury.ac.nz/internships/>)
- Day trip to Hanmer Springs (<http://visithanmersprings.co.nz/>)
- Final Presentations and Reflections

### **Field Trips**

Trips will be made to local places of cultural and social interest and University of Canterbury's field stations, for example:

- Mt John Observatory station: ([http://www.phys.canterbury.ac.nz/research/mt\\_john/index.shtml](http://www.phys.canterbury.ac.nz/research/mt_john/index.shtml))
- Kaikoura Field Station: (<http://www.ffc.canterbury.ac.nz/kaikoura/>)
- Ferrymead Heritage Park: ([http://en.wikipedia.org/wiki/Ferrymead\\_Heritage\\_Park](http://en.wikipedia.org/wiki/Ferrymead_Heritage_Park))
- International Antarctic Centre: <http://www.iceberg.co.nz/>
- Willowbank Wildlife Reserve: <http://www.willowbank.co.nz/>

### **Accommodation**

Students will be placed with a homestay family (<http://www.canterbury.ac.nz/future-students/accommodation/homestay-and-private-board/>) who will be selected following an interview with the College of Arts. The experience of living with a New Zealand family will form part of the Study Abroad experience.

### **Facilities at University of Canterbury**

As students will be enrolled as Ohio State students, they will be registered at UC as visitors which will entitle them to internet and email access, library privileges and also facilities such as the Recreation Centre.

### **International Relationships Office (IRO)**

UC has a dedicated team in the IRO who can assist with all the logistics of a Study Abroad experience including visas, expense calculations, and insurance.





## GE Rationale

a) How does this particular course promote recognition of and reflection on the similarities, differences, and interconnections between the students' host country/countries and the U.S.?

- Academic and cultural immersion into New Zealand culture, with a focus on language, culture and history.
- Exposure to globalisation and the interconnections between the Asia-Pacific region and the United States, through lectures, workshops and visits by international Faculty.
- Students taught how to reflect critically on cultural interconnections and awareness, and to be critically self-aware through assessments and activities.

b) What aspects of this particular course insure that the students learn how to function effectively within their host country/countries?

- Supported and comprehensive induction programme in New Zealand history and culture run by Faculty and service centres.
- Cultural visits and workshops with bicultural and multicultural focus, including workshop on the Treaty of Waitangi.
- Lectures and workshops on verbal and non-verbal communication skills when negotiating difference.
- Working on community projects with New Zealand students and local organisations.

c) In what ways will the students' time abroad enrich their academic experience?

- The development of knowledge and experience of a complex bicultural and multicultural society which will enable students to develop critical thinking skills in their future academic career, both in the U.S. and internationally.
- Students will develop strong critical thinking and writing skills, along with advanced communication skills in negotiating complex questions and understanding the applied nature of their studies.
- The ability to understand and frame questions from multiple viewpoints, and engage in productive analysis with other cultural and social groups.

Global May Study Abroad New Zealand, University of Canterbury

## **Assessment of Education Abroad GE Courses (to be conducted by an OSU Faculty member)**

### A. Expected Learning Outcomes for Study Abroad GE

- Students recognize and describe similarities, differences, and interconnections between their host country/countries and the U.S.
- Students function effectively within their host country/countries.
- Students articulate how their time abroad has enriched their academic experience.

B. Description of the Assignment. This course requires students to complete a reflection journal which includes (among other things) an ongoing critical reflection of their experiences in New Zealand. Responses to specific prompts will be used to demonstrate understanding and awareness of the course learning outcomes associated with the GE. Students are encouraged to use pictures and written expression in this web-based or hard copy journal 3-5 times each week.

Journal entries will be graded weekly (4 times) using the same rubric. In this manner, students can use feedback from prior entries to enhance future entries.

### C. Journal Prompts - targetting each of the 3 expected learning outcomes

1. Describe some of the similarities and differences you have noticed between aspects of New Zealand and the U.S. Provide specific examples and use pictures when possible to complement the discussion. This is a cultural comparison and so you can frame your discussion and visuals around one or multiple cultural topics including language, food, housing, shopping, formality, politeness, friendliness, and attitude. Of course there are other topics involved in a discussion of cultural comparisons, and so you are encouraged to write about additional topics as well.
2. Living in another country poses challenges that you may not have foreseen before coming to New Zealand. Describe one or more situations where you have been in a situation where you needed to adapt in order to be successful. Did you adapt well to the new encounter? What might have helped you to adapt more easily? Also, after reflecting on these situations, what have you learned about yourself and others? How might you have been more successful in certain situations and encounters? Finally, do you have suggestions for students who are planning a long-term home-stay in New Zealand?

3. For each field trip you take, please discuss how the experience you've acquired during the trip complements your academic understanding of the content. Describe the purpose of each field trip and recall details about the trip that emphasized the focus. What did the experience provide you that a text book cannot? How might you use this knowledge when you return to the United States?

4. Now that the program has ended, we ask that you reflect on the entirety of your experiences while studying at The University of Canterbury. In general, please describe how your experiences in New Zealand and the University of Canterbury have expanded your academic experience. Draw from the similarities and differences you have become aware of and the challenges you have had. Reflect on your experiences in and out of the classroom. This reflection is **not** to be a review or summary of earlier journal entries, although it may be helpful to review what you have already written. This final assignment is to be a description of your experiences and knowledge you've gained now that you have had the chance to step back and take a wider perspective.

D. Scoring Rubric (modified from template in OAA Manual)

This scoring rubric, used weekly to assess student assignments (4 in all) is designed to help students, instructors and members of relevant committees assess how well students are meeting the ELOs as reflected in weekly reflection assignments. At a minimum, students are expected to meet "Proficient" expectations, level 3.

Are expectations met?	Outstanding-4	Proficient-3	Basic-2	Below expectations-1
<b>(ELO1) Knowledge of host country and US: Culture and worldview frameworks</b>	Demonstrates sophisticated understanding of differences, similarities, and interconnections between cultural rules and practices of host country and US.	Demonstrates deeper understanding of differences, similarities, and interconnections between cultural rules and practices of host country and US.	Describes similarities and differences and recognizes interconnections between cultural rules and practices of host country and US.	Recognizes similarities and differences in cultural rules and practices between host country and US.
<b>(ELO2) Skills for effective functioning: (a) Verbal and nonverbal</b>	Demonstrates a complex understanding of cultural differences in verbal and nonverbal	Shows higher level understanding of cultural differences in verbal and nonverbal	Shows basic level understanding of cultural differences in verbal and nonverbal communication between host	Shows minimal level understanding of cultural differences in verbal and nonverbal

<b>communication</b>	communication between host country and US. Is able to skillfully negotiate a shared understanding based on those differences.	communication between host country and US. Begins to negotiate a shared understanding based on those differences.	country and US. Shows awareness that misunderstandings across cultures can occur.	communication between host country and US.
<b>(b) Problem solving</b>	Navigates host country and overcomes obstacles with confidence and ingenuity.	Navigates host country and overcomes obstacles comfortably.	Navigates host country and overcomes obstacles at basic level.	Struggles to navigate host country at basic level and to overcome obstacles.

58

<b>(ELO3) Enrichment of academic experience:</b>	Articulates how knowledge gained in host country has transformed pre-existing ideas into entirely new whole.	Synthesizes knowledge gained in host country with pre-existing ideas into coherent new whole.	Connects knowledge gained in host country with pre-existing ideas.	Recognizes connections between knowledge gained in host country and pre-existing ideas.
<b>(a) Knowledge</b>	Initiates and develops engagement with people and ideas in host country.	Actively engages with people and ideas in host country.	Makes effort to engage with people and ideas in host country.	Makes minimum effort to engage with people and ideas in host country.
<b>(b) Skills</b>	Interprets intercultural experience from the perspective of own and others' worldviews;	Recognizes intellectual and emotional dimensions of more than one world view and the relative status of one's own. Asks deeper questions about other cultures,	Identifies different perspectives of non-US others, but responds in all situations with own worldview. Asks simple or surface questions about other cultures.	Recognizes the experience of non-US others as different, but only through own worldview. States minimal interest in learning more
<b>(c) Attitudes/perspectives</b>	demonstrates ability to act in supportive manner that recognizes values and feelings of another cultural group. Asks complex questions about other cultures,	Asks deeper questions about other cultures,		

	seeks out and articulates answers to these questions that reflect multiple cultural perspectives.	other cultures and seeks out answers to these questions.		about other cultures.
--	---	--	--	-----------------------