



Te Kawa a Māui
Faculty of Humanities and Social Sciences

MAOR 003

Whakakokoi Mātauranga Academic Study Skills

Course Reference Number (CRN): 27104
Course Value: 20 points
Trimester 1 and 2 2016

1 KEY DATES

Trimester dates	29 February to 13 November
Teaching dates	29 February to 16 October
Easter break	24-30 March
Mid-trimester 1 break	25 April to 1 May
Mid-year break	30 June to 8 July
Mid-trimester 2 break	22 August to 4 September
Last assessment item due	7 October
Withdrawal dates	Refer to www.victoria.ac.nz/students/study/withdrawals-refunds .
Aegrotats	If you cannot complete an assignment or sit a test in the last three weeks of teaching, or an examination, it may instead be possible to apply for an aegrotat (refer to www.victoria.ac.nz/students/study/exams/aegrotats).

2 CLASS TIMES AND LOCATIONS

2.1 Lectures

TRIMESTER 1

Monday	3:10-5:00pm	MR101 (Te Tumu Herenga Waka)
Friday	9:00-10:50am	KK204 (Kirk Building)

TRIMESTER 2

Monday	9:00-10:50am	KK203 (Kirk Building)
Friday	9:00-10:50am	KK204 (Kirk Building)

Students are asked to take special note of the lecture timetable as the Monday session changes for trimester two.

2.2 Tutorials

TRIMESTER 1

Thursday	9:00-9:50am	OK524 (Old Kirk Building), KK216 (Kirk Building, Computer Lab)
----------	-------------	---

TRIMESTER 2

Thursday	9:00-9:50am	VZ506 (von Zedlitz Building), KK218 (Kirk Building, Computer Lab)
----------	-------------	--

Tutorials are held weekly over 10 weeks in trimester 1 and 10 weeks in trimester 2. These sessions commence in the second week of the course. An attendance roll will be taken during each tutorial.

3 NAMES AND CONTACT DETAILS

Course Coordinator	Kelly Keane-Tuala Room 211, 50 Kelburn Parade Telephone 463 5469 Email kelly.keane-tuala@vuw.ac.nz
Office Hours	Friday, 11:00am-12:00pm
Tutor	To be confirmed Room 203, 48 Kelburn Parade
Office Hours	Available on Blackboard
Course Administrator	Jeremy Porima Room 102, 50 Kelburn Parade Telephone 463 5314 Email jeremy.porima@vuw.ac.nz
Office Hours	Monday-Friday, 8:00am-4:30pm

4 COMMUNICATION OF ADDITIONAL INFORMATION

MAOR 003 has a Blackboard site. You should check this site regularly, i.e. at least twice a week.

All notices, course information (including information relating to assessments), and grades will be made available on Blackboard.

5 PRESCRIPTION AND COURSE LEARNING OBJECTIVES

5.1 Prescription

MAOR 003 is a course tailored to the Tohu Māoritanga programme and introduces students to competencies needed for University such as critical thinking, academic writing, independent learning, personal management, note making, goal setting, presentations and library skills. Students will also learn to read academic texts, and follow ethical study practices. Essential computing skills are also covered and students will develop and refine their own study strategies.

5.2 Course Learning Objectives (CLOs)

Students who pass this course will be able to:

- 1 demonstrate effective study, communication, and examination techniques
- 2 read academically and demonstrate the ability to self-reflect
- 3 recognise key research processes and demonstrate academic writing ability

- 4 demonstrate competency in the use of relevant educational technology, and
- 5 critically analyse texts and theories in order to articulate an argument.

Student performance against each of the five key CLOs will be measured using a range of assessment tools.

6 COURSE CONTENT

This programme provides an outline of lecture content. The programme is flexible and where necessary will be tailored to the needs and requests of the students in the course.

Week	Starting	Lecture	Assessment
TRIMESTER 1			
1	29 Feb	Introduction to course, planning, time management, and note taking 1	
2	7 Mar	Introduction to academic writing, analysing the question, and reo support	Blackboard task 1 (11 March)
3	14 Mar	Essay structure 1 and essay plan; reo support	Time management, learning action and support plan (14 March)
4	21 Mar	Referencing 1 and reo support	
EASTER BREAK: 24-30 March			
5	28 Mar	Research 1 and reo support	Referencing scavenger hunt and worksheet (during tutorial 4)
6	4 Apr	Critical thinking and content summary	Blackboard task 2 (8 April)
7	11 Apr	Argument development and essay writing process and reo support	
8	18 Apr	Reading SQ3R method and reo support	Research plan (18 April)
MID-TRIMESTER 1 BREAK: 25 April-1 May			
9	2 May	Summarising and paraphrasing and reo support	
10	9 May	Revising and editing 1 and reo support	Blackboard task 3 (13 May)
11	16 May	Strong writing and grammar, research 1, and content summary	
12	23 May	Review and reo support	Essay plan (23 May)
13	30 May	Revision	
MID-YEAR BREAK: 30 June-8 July			

Week	Starting	Lecture	Assessment
TRIMESTER 2			
1	11 July	Note taking 2 and essay structure 2 and reo support	
2	18 July	Strong writing and grammar, research 2, and reo support	Blackboard task 4 (22 July)
3	25 July	Topic sentence and paragraphs and reo support	
4	1 Aug	Linking words, and referencing 2 and reo support	Blackboard task 5 (5 August)
5	8 Aug	Revising and editing 2, and reo support	
6	15 Aug	Your challenges and content summary	Essay (19 August)
MID-TRIMESTER 2 BREAK: 22 August-4 September			
7	5 Sep	Self-reflection, challenging your own assumptions, and reo support	
8	12 Sep	Public speaking and reo support	In-class test (16 September)
9	19 Sep	Examination strategy 1 and reo support	Blackboard task 6 (23 September)
10	26 Sep	Examination strategy 2 and reo support	
11	3 Oct	Review and reo support	Group production (during lecture 7 October)
12	10 Oct	Revision	

7 TEACHING FORMAT

7.1 Lectures

Students will attend two 1-hour 50 minute lectures per week, which will involve a presentation from the Course Coordinator or guest lecturers, often with time for questions.

7.2 Tutorials

Students will attend a 50-minute tutorial, once per week. Tutorials provide a space for students to discuss the readings and issues for each section of the course. Students are expected to have read all assigned readings in preparation for tutorials and to have formulated questions to discuss with other students and the tutor.

8 MANDATORY COURSE REQUIREMENTS (MCRs)

In addition to achieving an overall pass mark of 50%, students must (except where the Course Coordinator's permission is granted):

- attend a minimum of 18 out of 24 lectures
- attend a minimum of 12 out of 20 tutorials, and
- make a credible attempt at and submit all assessment items.

The MCRs ensure that students engage in learning and assessment activities that are central to this course, and so that they are able to demonstrate the achievement of all CLOs.

Any student who is concerned that they have been (or might be) unable to meet any of the MCRs because of exceptional personal circumstances, should contact the Course Coordinator as soon as possible.

9 WORKLOAD

The standard University workload for a 20-point course applies, i.e. 200 hours in total, spread over the teaching weeks, i.e. about 8 hours per week (inclusive of lectures and tutorials).

Each week, the remaining time should be spent on:

- reading assigned literature (1-2 hours)
- reviewing lecture notes (1-2 hours), and
- working on assignments (1-2 hours).

The division of time between reading for assignments and writing assignments will vary from week to week.

10 ASSESSMENT

10.1 Assessment Requirements

Information about all course assessments are contained in this course outline. Assessments will be explained in class. If you are unsure about any assessment requirement, please contact the Course Coordinator. Marking guides are available on Blackboard.

MAOR 003 is 100% internally assessed.

Assessment items and workload	%	CLOs	Due date
1 Time management, learning action and support plan	10%	1	14 March
2 Referencing scavenger hunt and worksheet	10%	2, 3, 5	During tutorial 4 (Week 5)
3 Research plan	10%	2, 3	18 April
4 Essay plan	10%	1, 2	23 May
5 Essay	20%	1-5	19 August
6 In-class test	10%	1, 2, 3, 5	16 September

7	Blackboard tasks	15%	4	Task 1, 11 March Task 2, 8 April Task 3, 13 May Task 4, 22 July Task 5, 5 August Task 6, 23 September
8	Group production	15%	4, 5	During lecture, 7 October (Week 11)
Total internal assessment		100%		

10.2 Time Management, Learning Action and Support Plan 10%

The time management and learning action plan sets out your assessments for the year for each of your Tohu courses. It will include other relevant information such as mid-trimester breaks and examination periods. You will consider your external commitments and how you can integrate study into your existing way of life. A support plan must also be handed in that shows support people with contact details that the student can call on, including contacts internal and external to the University. The support plan must contain 2-5 paragraphs of how that support will happen from two of those contacts – one from a University contact person and one from an external contact person. You will work with staff from Te Pūtahi Atawhai to complete this task. **Due: 4:30pm, 14 March.**

10.3 Referencing Scavenger Hunt and Worksheet 10%

Students must participate and complete the referencing scavenger hunt and worksheet. In pairs or groups of 3, you will search for resources and books at various locations. You must locate all resources and then complete the worksheet that will be provided in tutorial 4. Although this is a group-based task, each student will be awarded an individual grade. The University recognises that group work, when used appropriately, can be a valuable teaching strategy that contributes to students' learning and the development of communication and team work skills. **Due: During tutorial 4 (Week 5).**

10.4 Research Plan 10%

The research plan provides students with an opportunity to design and coordinate the research necessary to complete the research component of essay writing. This plan will help students conduct research both efficiently and effectively while also helping them learn to access the expertise of research librarians. You must contact Donald Gregory (Māori Subject Librarian, telephone 463 9608, email donald.gregory@vuw.ac.nz) to make an appointment to complete this task. Donald will then sign your cover sheet before you submit it. Please ensure you have Donald's signature to show you have met with him to plan your research. **Due: 4:30pm, 18 April.**

10.5 Essay Plan 10%

Students are required to submit their plan for an essay on a given topic (tbc). Planning for essays is part of the essay writing process. This assignment is designed to ensure students learn to effectively plan before writing. **Due: 4:30pm, 23 May.**

10.6 Essay **20%**

Using the building blocks from the referencing scavenger hunt, the research plan and the essay plan, students are required to submit the final version of their essay. Students are expected to demonstrate the skills that have been developed in the previously mentioned assignments to produce a well-formatted, well-researched, well-referenced, well-edited and overall well-written essay. **Due: 4:30pm, 19 August.**

10.7 In-class Test **10%**

Students are required to sit a 60 minute in-class test that will assess their knowledge on basic grammar and referencing skills. More details will be discussed in class during the first week of trimester 2. **Due: During lecture, 16 September.**

10.8 Blackboard Tasks 1-6 **15%**

Students will be given six different tasks to complete to do with various tools aspects of blackboard. These tasks range from completing worksheets about how to access various information - to accessing course readings from other Tohu papers and writing brief summaries about those readings on blackboard. The purpose of these tasks is for students to master the different tools available on blackboard. **Due: 11 March; 8 April; 13 May; 22 July; 5 August and 23 September.**

10.9 Group Production **15%**

Students will be put into groups of 4-7 students. You will put together a visual production of 10-15 minutes long. The subject for the production will be provided closer to the time. Although this is a group-based task, each student will be awarded an individual grade. The University recognises that group work, when used appropriately, can be a valuable teaching strategy that contributes to students' learning and the development of communication and team work skills. **Due: During lecture, 7 October.**

11 SUBMISSION AND RETURN OF COURSE WORK

11.1 Submission of Course Work

All work submitted for this course **MUST** be posted in the Assignment Box, Māori Studies School Office, 50 Kelburn Parade. All assignments are registered in the Māori Studies School Office. **DO NOT** hand work to the Course Coordinator, or leave assignments under the Course Coordinator's door. Please keep a copy of your work.

You are required to use the standard cover sheet for Te Kawa a Māui assignments. Hard copies of this are available by the Assignment Box.

11.2 Return of Course Work

Where possible, marked work will be returned to students in class. If a student is absent, or if work is returned in non-teaching periods, students will be notified of its availability via Blackboard, and it can be collected from the Māori Studies School Office at 50 Kelburn Parade. Students can collect their

marked work Monday to Friday between the hours of 9:00am – 1:00pm only. Work cannot be given back outside of these times.

The Course Coordinator endeavours to have work marked and returned within two weeks of its submission.

12 EXTENSIONS AND PENALTIES

By prior arrangement and for very good reasons an extension might be granted. However, without an express extension from the Course Coordinator the following late penalties will apply:

- 5%* will be deducted for every day or part day that the assignment is late. NB* 5% is equivalent to one grade i.e. from an A+ to an A.
- after ten days the assignment will be accepted for the purposes of meeting the 'course requirements', but no mark will be given.

Unless an extension is previously granted, the final date for submission of MAOR 003 course assessment is Friday 14 October at 4:30pm.

13 SET TEXTS

13.1 Required Text

There is no set text for MAOR 003. Core readings and supplementary resources will be distributed in class and posted on Blackboard.

13.2 Recommended Reading

The following texts are all held at Te Pātaka Kōrero (the University Library), and are valuable sources of information about academic study skills. All of these texts are suggested for reference only. Students do not need to purchase these texts, but are encouraged to borrow them from the Library for extra support.

Crème, P., and Lea, M., 1997. *Writing at University: A Guide for Students*. Buckingham: Open University Press.

De Luca, R., and Annals, A., 2006. *Writing that Works: A guide for tertiary students*. Auckland: Pearson Education New Zealand.

Hawke, Y., and A., Morrison, 1995. *He Korowai*. Auckland: Unitec Publishers.

Henderson, E., 2008. *The Active Reader: Strategies for Academic Reading and Writing*. Ontario: Oxford University Press.

Murphy, E., 1988. *You Can Write, A Do-It-Yourself Manual*. Melbourne: Longman Cheshire Pty Ltd.

Peck, J., and Coyle, M., 2005. *The Student's Guide to Writing: Grammar, Punctuation and Spelling*. Hampshire: Palgrave Macmillan.

Rose, J., 2001. *The Mature Student's Guide to Writing*. Hampshire: Palgrave Macmillan.

Rountree, K., 1991. *Writing For Success*. Auckland: Longman Paul Ltd.

Soles, D., 2005. *The Academic Essay: How to plan, draft, write and revise*. Somerset: Studymates Limited.

Smith, P., 1998. *Writing an Assignment: How to improve your research and presentation skills*. Oxford: How to Books Ltd.

Thoreau, M., 2006. *Write on Track: A Guide to Academic Writing*. Auckland: Pearson Education New Zealand.

Ward, C., and Daley, J., 1993. *Learning to Learn: strategies for accelerating learning and boosting performance*. Christchurch: Ward & Daley.

13.3 Māori Culture

The Māori Subject Librarian (Donald Gregory, telephone 463 9608, email donald.gregory@vuw.ac.nz) is available to assist with any research conducted at the Library. Texts for the subject areas of Māori society, culture and language can be located in the DU426 and PL6465 sections of the Library. The following is a list of useful texts on a range of Māori topics.

Barlow, Cleve, 1991. *Tikanga Whakaaro: Key concepts in Māori culture*. Auckland: Oxford University Press.

Cox, Lindsay, 1993. *Kotahitanga: The search for Māori political unity*. Auckland: Oxford University Press.

Durie, Mason, 2005. *Ngā Tai Matatū: Tides of Māori Endurance*. Auckland: Oxford University Press.

_____ 2003. *Ngā Kāhui Pou: Launching Māori Futures*. Wellington: Huia.

_____ 1998. *Te Mana te Kāwanatanga: The politics of Māori self-determination*. Auckland: Oxford University Press.

King, Michael, 1978. *Tihei Mauri Ora: Aspects of Māoritanga*. Wellington: Methuen.

_____ 1977. *Te ao hurihuri: The World Moves On: Aspects of Māoritanga*. Wellington: Hicks Smith.

Mead, Sidney Moko, 2003. *Tikanga Māori: Living By Māori Values*. Wellington: Huia.

_____ 1997. *Landmarks, bridges and visions: Aspects of Māori culture*. Wellington: Victoria University Press.

Ngata, H. M., 1993. *English-Māori Dictionary*. Wellington: Learning Media. (Searchable database available online at www.learningmedia.co.nz/ngata/)

Orange, Claudia, 1992. *The Treaty of Waitangi*. Wellington: Historical Publications Branch, Department of Internal Affairs.

Salmond, Anne, 1975. *Hui: A Study of Māori Ceremonial Gatherings*. Wellington: A.H & A.W Reed.

Shirres, Michael, 1997. *Te tangata: The human person*. Auckland: Accent Publications.

Walker, Ranginui, 2004. *Struggle without end: Ka whawhai tonu mātou*. Auckland: Penguin.

Williams, H. W., 1989. *Dictionary of the Maori Language*. Wellington: Legislation Direct.

13.4 Academic Writing Guide

Students will be required to make their written work conform to the Māori Studies academic writing guidelines. A copy of these guidelines will be made available on Blackboard.

Te Kawa a Māui Academic Writing Guide, 2011 edition. Wellington: Victoria University.

14 TE PŪTAHI ATAWHAI MENTORING PROGRAMME

Te Pūtahi Atawhai (TPA) coordinates a mentoring programme for Māori and Pasifika students who would like assistance with their courses. To check which courses this service is available for, speak to a TPA staff member at the beginning of the course. Their office is located on Level 2 of the Student Union Building.

15 CLASS REPRESENTATIVE

The class representative provides a useful way to communicate feedback to the teaching staff during the course. A class representative will be selected at the first lecture.

16 STUDENT FEEDBACK

Feedback is important to ensure this course contains information of relevance to our students.

Based on the feedback of previous student cohorts, the following enhancements have been made:

- Students in previous classes were eager to prepare themselves earlier in the year to write essays, so the essay writing component has been moved to an earlier time in the programme.
- Students enjoyed navigating through Blackboard and utilising certain tools, but wanted a more direct approach at using the course Blackboard site. Six Blackboard tasks have been incorporated into the programme.

A Centre for Academic Development (CAD) feedback process will be conducted at the end of the course, which will allow students to give feedback on an anonymous basis. Student feedback on University courses may be found at www.cad.vuw.ac.nz/feedback/feedback_display.php.

17 OTHER IMPORTANT INFORMATION

The information above is specific to this course. There is other important information that students must familiarise themselves with, including:

Academic integrity and plagiarism

www.victoria.ac.nz/students/study/exams/integrity-plagiarism

Academic progress

www.victoria.ac.nz/students/study/progress/academic-progress
(including restrictions and non-engagement)

Dates and deadlines

www.victoria.ac.nz/students/study/dates

FHSS Student and Academic Services Office

www.victoria.ac.nz/fhss/student-admin

Grades

www.victoria.ac.nz/students/study/progress/grades

Māori at Victoria

www.victoria.ac.nz/maori-at-victoria

Pasifika at Victoria

www.victoria.ac.nz/vicpasifika

Special passes

refer to the *Assessment Handbook* at

www.victoria.ac.nz/documents/policy/staff-policy/assessment-handbook.pdf

Statutes and policies including the Student Conduct Statute

www.victoria.ac.nz/about/governance/strategy

Student support

www.victoria.ac.nz/students/support

Students with disabilities

www.victoria.ac.nz/st_services/disability

Student Charter

www.victoria.ac.nz/learning-teaching/learning-partnerships/student-charter

Subject Librarians

<http://library.victoria.ac.nz/library-v2/find-your-subject-librarian>

Te Kawa a Māui

www.victoria.ac.nz/maori

Te Pūtahi Atawhai

www.victoria.ac.nz/students/get-involved/lead-mentor/te-putahi-atawhai

Terms and conditions

www.victoria.ac.nz/study/apply-enrol/terms-conditions/student-contract

Turnitin

www.cad.vuw.ac.nz/wiki/index.php/Turnitin

University structure

www.victoria.ac.nz/about/governance/structure

Vic Books

www.vicbooks.co.nz

Victoria graduate profile

www.victoria.ac.nz/learning-teaching/learning-partnerships/graduate-profile

VUWSA

www.vuwsa.org.nz