



**THE NEW ZEALAND PROGRAM:  
CONSERVATION & ISLAND BIOGEOGRAPHY  
OCTOBER 22 – DECEMBER 5, 2019**

**ACADEMIC SYLLABUS**

**Faculty:**

Lead Instructor: Mason London, MSc

**Contact Hours:** We will be in close contact, meeting every day throughout the course. There will be a number of “check-in days” where we will schedule student-faculty meetings. If you would like to have a meeting outside of those times, I will be available to meet throughout the course.

**Class Meetings:** This Wildlands Studies Program involves seven days per week of instruction and field research, with little time-off during the program. Faculty and staff work directly with students 6-10+ hours a day and are available for tutorials and coursework discussion before and after scheduled activities. Typically, scheduled activities begin each day between 8am-9am, with breaks for meals. These scheduled activities can be a variety of things including but not limited to lectures, discussions, hikes, and field research. Evenings may include scheduled activities, such as guest lectures, structured study time, or journal writing. When at a field site, our activities may start as early as 5am or end as late as 10pm (e.g. for dawn/dusk/night wildlife observation). *Flexibility is necessary* to accommodate a variety of class times which maximize outdoor learning opportunities.

**Course Credit:** Wildlands Studies Program students receive credit for three undergraduate courses. These three courses have distinct objectives and descriptions, and we integrate teaching and learning through both formal learning situations (i.e. lectures and seminars) and field surveys. Academic credit is provided by Western Washington University. Extended descriptions follow in the course description section of this syllabus.

1. **ESCI 437A, Environmental Wildlands Studies (5 quarter units / 3.35 semester credits)** – Study of environmental issues affecting the natural and human-impacted ecosystems of our study region, including the role of human interactions.
2. **ESCI 437B, Environmental Field Survey (5 quarter units / 3.35 semester credits)** – Study and application of biodiversity surveys, sampling and ecosystem restoration techniques, including on-site data collection, assessment and analysis.
3. **ESCI 437C, Wildlands Environment and Culture (5 quarter units / 3.35 semester credits)** – Study of social-ecological systems, drawing on locally relevant cultural perspectives and historic and present-day human relationships with wildlife and the environment. Includes group dialogue and personal reflection to track one’s own learning.

**Readings:** A Course Reader is provided to students at the commencement of this program digitally via Dropbox as well as in a shared hard copy reference library that will accompany us throughout the program. Readings include selections from primary scientific literature, technical reports, and book chapters. The use of field guides is also required and forms an integral part of our program. It is not mandatory that all students have a printed copy of the Course Reader. Some students may prefer using a digital copy via a tablet or a similar device. However, the opportunities to charge these devices may not always be available and it is recommended that at least one printed copy for every three students. This splitting into groups to share readers should be figured out prior to the start of the course in order to ensure that enough readers are on the program.

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**I. Program Overview**

This program will be a cooperative group effort throughout. We will all get the most out of it by having great flexibility, open minds, a sense of humor, and a desire to work together toward common goals. There is nothing comparable to the learning you will gain from firsthand experience in the field in a foreign country. We will combine academic and experiential learning as we progress. This formula will assure that each student gains a truly unique understanding of New Zealand's rich ecological and cultural past and present.

New Zealand is an island country in the south-western Pacific Ocean comprising two main landmasses, the North and South Islands. The country extends more than 1,000 mi. (1,600 km.) north to south, from 34° to 47° S latitude and has a total land area of 103,483 sq. mi. (268, 021 km<sup>2</sup>). For reference, the country is slightly smaller-east-to-west, but longer north-to-south, than the state of California, with corresponding northern latitudes spanning from Los Angeles to Seattle. The North Island is more heavily populated and is marked by active volcanism. The South Island is the largest land mass of New Zealand, and is divided along its length by the Southern Alps. The highest peak is Aoraki/Mount Cook at 12,320 ft. The climate throughout the country is mild and temperate, mainly maritime, with temperatures that can fall below 32°F (0°C) or rise above 90° F (32°C). Conditions vary sharply across regions, from extremely wet on the West Coast of the South Island to semi-arid in the inland basin and subtropical in the north. We will be exploring the majority of these fascinating landscapes as we navigate the country from the north to south.

New Zealand is notable for its geographic isolation: it is situated approximately 1,250 mi. southeast of Australia across the Tasman Sea. During its long isolation, New Zealand developed a distinctive fauna dominated by birds and almost completely void of native mammals. About 80% of New Zealand's flora is endemic, including 65 endemic genera. New Zealand was the last major land mass in the world to be settled by humans, estimated just over 750 years ago.

Since the introduction of humans to New Zealand, the native landscape has experienced large scale changes. Early Maori settlers burned forests for food procurement and European settlers logged forests for development. Human hunting and pressure from introduced animals such as weasels, stoats, cats, goats, deer and Australian brush-tailed possums have caused high rates of extinction of endemic flora and fauna. In recent times, New Zealand has been leading the world in setting best practices for island restoration projects, such as using offshore islands – cleared of introduced mammalian pests – as a place for native species reintroductions.

**Team Activities & Program Itinerary**

After meeting in Auckland and spending a day acclimating, we will explore two predator-free islands in Auckland's Hauraki Gulf. We will hike around these two dramatically different islands and learn about their unique origins and how those origins shaped the human history and biological communities of each island. We will examine the history of introduced animals on these islands, the success of the predator-eradication programs, and the current status of the biological introductions being conducted.

We will then head south to examine the actively volcanic mountains of Tongariro National Park. Here we will hike an incredibly dramatic volcanic landscape and explore the alpine plant communities. After Tongariro, we will head west and canoe down the Whanganui River. This region of New Zealand is a UNESCO World Heritage Site that is steeped in Māori history and culture. Our last stops on the North Island will be the city of Wellington and Matiu/Somes Island in the Wellington harbor. Here we will focus closely on the merits and challenges of current (island) restoration projects.

From Wellington, we will catch a ferry to the South Island, where our first destination will be the Cawthron Institute. Here we will learn about the past and present health of New Zealand's freshwater systems by laboratory analysis of lake sediment core samples and stream sampling of the Maitai River. Our next stop will be Kahurangi National Park. While in this diverse national park, we will work with a local organization, Friends of Flora, to study and directly assist with a predator-eradication project. Over several days, we will explore the various ecosystems and landscapes of the Kahurangi. We will then travel further south, exploring a range of ecosystems and landscapes, from coastlines and glaciers to mountains and braided rivers. After this exploration of the South Island's rugged West Coast we will spend several days at a large alpine ranch called the Lake Hawea Station. Here we will help the lands owners develop conservation monitoring plans and assist with their efforts to restore the native landscape.

Towards the end of the program, we'll traverse through Otago's Mount Aspiring National Park, which lies at the junction of three major glacial systems. Mount Aspiring is NZ's largest mountain (9,951 ft) outside of the Aoraki/Mount Cook region and has a different and fascinating landscape that we will have yet to explore during the course. We will spend our last night at the southern end of Lake Wanaka, the heart of the Otago Lakes. Here we will say our goodbyes and end the program in Queenstown. For those who wish to stay and extend their trip, ending the course in Queenstown situates you perfectly to carry on with your travels and explore the New Zealand's southernmost region: the Fiordland.

In order to experience the diversity of New Zealand's landscapes and ecosystems, we'll spend a good amount of time traveling. Our main modes of transportation throughout the country will either be public bus or rental vans. The program will be broken up between short backpacking trips, nights at a basecamp, day hikes, car-camping at established campgrounds, and an occasional hostel stay. Throughout the program, we will be teaming up with conservation researchers, managers, local organizations and community groups to assist with ongoing and new projects. We will learn about the native flora and fauna of New Zealand, focusing on their ecology, evolution, classification, and identification. We will also explore New Zealand's cultural history of Polynesian and European settlement. By the completion of the program, you will be well-versed in New Zealand's natural and cultural history, as well as the contemporary challenges the country faces and the strategies it has implemented towards biodiversity conservation. You will also be equipped with a foundational scientific naturalist skillset that you can apply anywhere in the world.

## II. Learning Objectives

Following this program, students should have working knowledge of and experience in:

1. ***The flora, fauna, ecosystems and ecological processes of New Zealand.*** Species identification is essential to managing and understanding the ecological communities and species interactions in a particular region. Students will learn to identify plant and animal species using field guides and taxonomic keys throughout the course. Through readings, assignments, presentations, observations and journals, students will understand basic ecological concepts, and how they relate to the flora and fauna of New Zealand. Students will also be able to identify community types and the processes that underlie community development and change.
2. ***The impacts of invasive species and the potential for island restoration through research, management, and conservation.*** Invasive species have dramatically impacted native wildlife in New Zealand. Through readings, lectures, and hands-on experience, students will learn about the management decisions that have been made to curtail the impact of invasive species, as well as the current restoration and research projects being conducted. Students will have the chance to meet biologists, natural resource managers, and conservation scientists to discuss the positive ecological impacts that management decisions have had on native species.
3. ***The culture, politics, and history of New Zealand, including both indigenous and settler perspectives.*** Following lectures on the culture, politics and history of New Zealand, students will have the chance to interact with local residents who may have very different perspectives on environmental sustainability, management, and policy. We will stay with Māori communities who have a long association with the land, as well as work with federal agencies and local non-profit conservation organizations. Students will gain additional insight into the political and management history through discussions and numerous readings.

4. **Critical reading, discussion, and evaluation of primary literature in natural and social sciences.** Throughout this course we rely on primary literature, which provides students a significant amount of experience reading and critically discussing scientific literature. Following an introductory discussion about “how to read a scientific paper” students will read an average of two/three primary literature articles a week, learning over time and with practice where to focus their attention in order to critically evaluate the work. Students are grouped together, with each group critically analyzing a few scientific articles and then leading a group discussion, ensuring that students have understood the work and are able to critically evaluate it.
5. **Field observation skills, including methods for documenting and sharing findings.** Field observation skills are an integral part of good science and promote understanding of the world around you. Through directed learning of regional ecology, students will gain experience observing and connecting with their surroundings. Students will be introduced to techniques for recording and presenting information, and will gain experience observing ecosystems, ecological communities and species interactions through a scientific lens. By learning to detect ecological processes on a variety of scales, students will be able to develop a complete understanding of the functional ecosystems we will be immersed in.
6. **Direct experience with a variety of conservation projects throughout New Zealand.** Students will gain hands-on experience with various conservation projects and a variety of local and national conservation agencies. Working on-site with researchers, students will gain in-depth knowledge of conservation threats and concerns throughout New Zealand and how these challenges are being addressed and managed.
7. **Taxonomy.** Each student will be assigned a taxonomic plant and taxonomic animal family, with specific individual species being highlighted in each family. Prior to the start of the course each student will research their assigned families and species and later present that information to the rest of the class.
8. **Basic backcountry skills, including backcountry travel and field navigation.** Although not the focus of this course, students will gain experience in planning for a backcountry trip, how to travel safely in the backcountry, and how to lead and manage a group.

These topics will be addressed through lectures, group discussions, course readings, visits with locals, exposure to ongoing research, hiking excursions, and field research projects. The course generally progresses from faculty-led instruction in the beginning to student-led discussion, analysis, and synthesis toward the end of the program. **Note that prior field research experience is not required. All necessary skills will be taught on-site in New Zealand.**

Overall, our goal is to develop your skills as a field ecologist and scientific naturalist who can interface between diverse environments, and obtain broader skills and understanding of ecology, conservation and natural resource management which can be applied to other settings in your future lives and careers. Our primary requirement is that you are enthusiastic, adaptable, genuinely open-minded and ready and willing to learn. We look forward to you joining us and sharing this once-in-a-lifetime experience together.

### III. Course Descriptions

We teach these three courses in an integrated format in the field. However, students will receive transcript credit for the following three courses, introduced on page 1:

#### **ESCI 437A, Environmental Wildlands Studies (5 quarter / 3.35 semester credits)**

Field-study of the natural history and environmental challenges impacting New Zealand’s ecosystems and biodiversity, and the historic and current role of humans in landscape interactions and management.

Experiences/Activities: Students will become familiar with the flora, fauna, ecology, geology, geography and natural history of New Zealand. Students will be instructed in methods of field journal recording and will learn directly through attentive observation and experience, as well as through guidebooks, lectures, literature, and stakeholder interactions. Using principles of conservation ecology, the course will introduce conservation issues pertinent to New Zealand such as invasive species, ecological restoration and species reintroduction. The course will also explore the steps that governmental and non-governmental agencies are taking to address these issues.

Before arriving in New Zealand, each student will be assigned a taxonomic plant and bird family and conduct background research on his/her assigned families to become a local “expert”. Students will present their acquired knowledge to the rest of the class, and teach other students how to correctly identify species within the family.

Outcomes: Students will gain the ability to analyze, discuss and critique the concepts and methods of scientific investigations. They will be conversant with current conservation issues, threats to biodiversity and management strategies. Students will be able to demonstrate an understanding of the ecological, geological, and social processes and interrelationships that have shaped New Zealand over time.

Evaluation/Assessment:

Taxonomic Report	10%
Taxonomic Presentation	15%
Field Journal	40%
Field Quizzes	10%
Final Exam (Practical)	15%
Participation & Discussions	10%

**ESCI 437B, Environmental Field Survey (5 quarter / 3.35 semester credits)**

In this course, students focus on field survey methods, including scientific observations, identification and on-site biodiversity assessments as part of individual and group activities. Students will also gain hands-on experience in conservation research, management and monitoring techniques used to understand ecological processes and mitigate current environmental issues.

Experiences/Activities: Students will gain comprehension of the methods, principles, and applications of ecological and conservation research and management. Students will assist in ongoing ecological surveys, species monitoring, and restoration projects conducted by the New Zealand Department of Conservation and non-governmental organizations. Lectures and field activities will be used to introduce methods of data collection and analysis. Students will be instructed in methods of field observation, question-setting, reporting, and species identification. Throughout the course we will be reading scientific articles and critically thinking about the methods and outcomes. Students will be grouped and assigned readings from primary scientific literature to lead the class in a group discussion.

Outcomes: Students will develop skills in field observation, data collection, and data presentation. They will gain the ability to undertake field projects and be able to synthesize, organize, and interpret data in a way that is appropriate for peers and other interested stakeholders. Students will be able to clearly describe the rationale and field methods used for a given research, management or monitoring activity, and discuss and reflect on related outcomes. Students will be able to identify unknown species using taxonomic keys, field guides, and other resources and use that information to teach other students and interested persons how to identify specific plants and animals.

Evaluation & Assessment:

Species Observations	20%
Species List	15%
Midterm Exam (Written)	15%
Discussion Lead	15%
Final Exam (Written)	25%
Participation & Involvement	10%

**ESCI 437C, Wildlands Environment and Culture (5 quarter / 3.35 semester credits)**

This course focuses on the social-cultural relationships with the natural environment. Using context-specific case studies, students assess historical and cultural uses of land, ecosystems and biodiversity, and related social-ecological consequences.

Experiences/Activities: Students will gain familiarity with conservation issues in New Zealand and the ways in which these issues impact local culture and society. Throughout the course we will explore the history of the indigenous Māori people both prior to and after European settlement including the customs and traditions historically and present. We will visit a number of cultural landmarks and discuss case studies addressing ways in which environmental issues have affected local cultures, and how local cultures are participating in conservation projects. Throughout the class, each student will be required to keep a cultural dictionary to better understand local language and customs. This course will incorporate lectures, talks from guest speakers and visits to conservation and tribal landmarks in New Zealand. To further synthesize their thoughts and experiences with the knowledge gained throughout the course, students will be required to complete an independent research project on a relevant topic of their choice. The criteria for selecting this topic is designed to be very broad, but can include conservation issues, strategies, successes and failures, and/or the ways in which historical and current cultures have utilized, affected and interacted with their natural resources over time. At the end of the course, aside from turning in a written report, each student will present their project to the rest of the class.

Outcomes: Students will become acutely aware of how social-cultural dimensions shape conservation and natural resource management in New Zealand. Students will design and complete an independent research project in order to gain an in-depth understanding of one of these complex issues. For this research project, students will write a paper on a topic of their choosing which generally addresses the ecological and social components of conservation. These projects enable students to delve deeper into topics we only briefly cover in the course, but may be of particular interest to the individual. They will be able utilize and situate components of ESCI 437A and ESCI 437B within a changing social-cultural context. Students will also give an oral presentation summarizing their research to the rest of the class. Students are expected to participate in all activities, discussions, and lectures and demonstrate proficiency in the cultural history of the region.

Evaluation & Assessment:

Final Project Report	40%
Final Project Presentation	20%
Cultural Dictionary	15%
Letter of Appreciation	15%
Participation & Engagement	10%

#### IV. Assessment

Below is an overview of the academic requirements for this Wildlands Studies Program. Some of the assignments are on-going (e.g. journals and readings) and some have specific dates (e.g. exams, projects). Due dates are subject to change in response to local variables. Grades for ESCI 437A, 437B, 437C are based on the following:

Course Number	Assessment Item	Due* <small>*specific dates will be assigned during the course</small>	Percent % of Grade
ESCI 437A	Taxonomic Report	A week before the course starts	10
	Taxonomic Presentation	Within the first week	15
	Field Journal	Half way through and at the end	40
	Field Quizzes	Throughout	10
	Final Exam (Practical)	Last week of course	15
	Participation & Discussions	Throughout	10
ESCI 437B	Species Observations	During the last week	20
	Species List	As assigned	15
	Midterm Exam (Written)	Halfway through the course	15
	Discussion Lead	As assigned	15
	Final Exam (Written)	Last week of course	25
	Active Participation & Involvement	Throughout	10
ESCI 437C	Final Project Report	Throughout depending on assignment	40
	Final Project Presentation	During the last week	20
	Cultural Dictionary	As assigned	15
	Letter of Appreciation	Needs to be completed by the end of class	15
	Active Participation & Engagement	Throughout	10

#### **ESCI 437A, Environmental Wildlands Studies (5 quarter / 3.35 semester credits)**

##### **1. Taxonomic Assignment (Report 10% and Presentation 15%) – 25%**

Each student will be assigned a specific taxonomic plant and taxonomic bird (or other animal) family prior to the start of the class. Within each taxonomic family, important New Zealand species will also be assigned. Each student will conduct background research on their families and species, including global range, number of genera, number of endemic species, etc. (*specific instructions for these assignments will be included in your Course Reader*). These assignments will be turned in prior to the first day of the course. At assigned times during the first two weeks of the program, students will give an oral presentation on their taxonomic plant and bird families, explaining major characteristics and important facts about their families, genera and species. Students will be considered an “expert” on their taxonomic families and will be in charge of teaching the other students how to identify species within their families. Students will be graded on their research assignment, oral presentations and how thoroughly and competently they teach other students correct species identification.

##### **2. Field Journal (15% mid-term + 25% final review) – 40%**

The field journal is an integral part of our program – it serves as a learning tool and an opportunity to closely attend to the environment and document observations. The field journal will be used throughout the course. We will focus on various techniques and styles for recording observations, although our primary format will be similar to the Grinnell Style Field Journal (*described in the Course Reader*).

Each entry will include the date, time, weather, basic orienting information, a general route description, distances, travel times, and natural history observations. Journal entries are a careful summary of observations and field notes taken throughout the day and should take approximately 45-60 minutes to write up. Occasionally students will get instruction to complete specific journal entries which may follow a different format. These special entries will be assigned and explained during the course.

The journal outcomes should focus on an ongoing description along a prescribed route; a theme observed several times; a landscape description and the forces that influence it; a focus on relationships among species observed (food webs; other interactions); geological history as seen by the observer; and/or solely on what is encountered with the full and exacting use of the senses. The emphasis is therefore on the phenomena that the student actually senses and experiences, not on an abstraction based on what they were told or read— even though links should may be made with this information.

Class and personal notes are not included as formal journal entries, although we encourage students to take notes, as they will be useful for other assessment. When journals are handed in for review, please ensure that assessable items are clearly indicated. The journal will be collected at two different times during the program – after 2-3 weeks (mid-term review) and after 5.5 weeks (final review).

### **3. Field Quizzes – 10%**

Throughout the course a number of field quizzes will be administered to test the student’s knowledge of native flora and fauna.

### **4. Final Exam (Practical) – 15%**

At the end of the course students will be presented with different samples, pictures or audio calls, of which they will have to identify the species or key morphological characteristics.

### **5. Participation & Discussion – 10%**

Includes general engagement with the subject matter and participation in group readings and discussions.

## **ESCI 437B, Environmental Field Survey (5 quarter / 3.35 semester credits)**

### **1. Species Observations – 20%**

Students will conduct five (5) separate scientific observations throughout the course. Scientific observations are focused observations on a single or a few species. These exercises are intended to narrow the students focus and train them to observe ecological and behavioral details that may otherwise be overlooked. Each observation may take between 30 to 90 minutes. Format and examples of these observations is presented in the Course Reader.

### **2. Species List – 15%**

Students will maintain a species list throughout the course that is organized alphabetically. Each species entry will include the date, time and location the species was identified, habitat, description and the Latin name. Format and examples of the species list is presented in the Course Reader. These lists will be collected periodically throughout the course, often unannounced or any advance notice, to ensure they are being attended to regularly as we see new species. It will be critical that you maintain your list and understand the importance of keeping up with documentation in the field.

### **3. Midterm Exam (Written) – 15%**

A written midterm exam will be administrated halfway through the course in order to test students’ concept comprehension. This exam will consist of a series of short answer questions that will pertain to scientific research we have learned. Students will also be tested on fundamental concepts in ecology and biogeography discussed on-site.

### **4. Discussion Lead – 15%**

Students will be paired together at the beginning of the course and each pair will be in charge of leading a group discussion on a specific ecological/conservation topic. Discussions will focus on one or two scientific articles that everyone will be required to read. The students leading the discussion will read the article(s) ahead of time, plan appropriate discussion questions, meet with the instructor prior to the discussion, and lead the group discussion. Although each group discussion will focus on a few scientific articles, students will draw from scientific articles, popular media, field guides and personal experience during discussions. We strongly suggest that students leave themselves ample time to read the papers before discussions as some may take longer than others to digest. Grades will be based on how the leaders guided the discussion, posed questions, and covered the main topics of the articles.

## 5. Final Exam (Written) – 25%

Students will take a written exam to assess understanding of the key scientific research methods, concepts, and theories encountered throughout the program. The emphasis will be on how these techniques can be applied to given scenarios within a specific context. This exam will be similar to the midterm, but with a wider array of questions including short answer, multiple choice, true/false, and essay. Like the midterm, this exam will also test student's comprehension of key ideas and concepts exposed to them during the duration of the course.

## 6. Active participation & Involvement – 10%

Students will be evaluated according to their active participation and involvement in all field activities, particularly their involvement with local stakeholder field surveys and their contribution to group/peer projects. It is important that students demonstrate an open mind, as well as a willingness and respectful etiquette in interacting with community groups.

Students will also be evaluated according to general participation and attitude during our discussions of scientific articles. Grades will be based on whether a student participates in discussions and whether it is obvious that the articles were read and understood.

### ESCI 437C, Wildlands Environment and Culture (5 quarter / 3.35 semester credits)

#### 1. Final Project Report (proposal 5%, outline 10%, editing 10%, final paper 15%) – 40%

Each student will choose an independent research project of their own that they will work on throughout the class. Generally, the research project will involve people and how they interact with natural resources and the environment, but the specifics of each project are wide open. Students will begin brainstorming and doing background research prior to arriving in New Zealand. In the first week of class students will turn in a one-page project proposal that summarizes their research topic and intended direction. The course instructors will be available to hear student ideas and give feedback throughout the class. After each student's topic has been approved by the instructor, students will continue their research and a couple of weeks later turn in a full outline of their project. The outline will be similar to a final paper – just briefer. The outline will contain separate paragraphs and include all major points that will be covered in the final paper.

Once the outlines have been turned in students will be grouped together to edit and discuss each other's outlines. This editing process will help students to critique other's work and the feedback they get will improve their own paper. Once each of the student's outlines has been critiqued and edited, each student will write up their final paper. Examples of the projects are presented in the Course Reader.

#### 2. Final Project presentation – 20%

Each student will give a 10-15 minute oral presentation at the end of the class of their research project. Students will be graded on their ability to engage the audience in their topic and the overall presentation of the material. A similar grading rubric as the one that will be used for the taxonomic assignment presentations will be used when grading these final project presentations. This grading rubric is included in the Course Reader.

#### 3. Cultural Dictionary – 15%

The dictionary is a list of cultural-specific words/phrases (i.e. Māori words and Kiwi English colloquialisms) encountered during the program that are unique to New Zealand. The dictionary format should be organized in a table with the following three columns:

<b>Word or Phrase</b>	<b>Language</b>	<b>English Translation</b>
Kia Ora	Māori	Hello

Grading will look for:

- *Accuracy*: Spelling, translation and language groups are correct.
- *Attentiveness*: Demonstrates an attention to new words/phrases encountered during the program.
- *Representative*: The dictionary is used consistently throughout the program and at key cultural interactions.
- *Effort*: Reasonable effort has been invested throughout the program.

#### 4. Appreciation Letter – 15%

Each student will be required to write an email to a guest speaker, researcher, conservationist or guide that interacts with our group throughout the course. The Appreciation Letter is to show gratitude to the individual who shared with us their skills and knowledge and explain to them how their involvement was inspiring or made an impact. These letters should be no more than one to two paragraphs and will either be drafted by hand or electronically and sent or given to me for grading before they will be emailed. This assignment is an excise to help students understand the importance of communication and networking with individuals in their discipline.

#### 5. Active Participation & Engagement – 10%

Students will be evaluated according to active participation in everyday activities as well as their attitude and involvement when engaging with guests and local hosts. In this particular course, it is important that the student demonstrates a genuinely open mind, a willing attitude, and a respectful etiquette in interacting with team members and local groups. Finally, the student's consistent and positive contribution to the team dynamic (e.g. by embracing assigned directional roles and responsibilities) will be taken closely into account.

#### V. Grading Scheme

To convert final grade percentages to letter grades for each course that will appear on your transcript, we will use the following grading scheme:

Grade	Percentage	Grade	Percentage	Grade	Percentage	Grade	Percentage	Grade%
		B+	80.0 - 84.9	C+	60.0 - 64.9	D+	40.0 - 44.9	
A	90.0 - 100	B	70.0 - 79.9	C	50.0 - 59.9	D	30.0 - 39.9	F < 25.0
A-	85.0 – 89.9	B-	65.0 - 69.9	C-	45.0 - 49.9	D-	25.0 - 29.9	

#### VI. General Reminders

**Academic Integrity** is as relevant in this field course as it is at your home institution. Plagiarism, using the ideas or materials of others without giving due credit, cheating, or putting forth another student's work as your own will not be tolerated. Any plagiarism, cheating, or aiding another to cheat (either actively or passively) will result in a zero for the assignment. Cases of academic dishonesty may be reported to your home institution.

**Assignment deadlines** are necessary so course instructors can get the grading done on time. These deadlines need to be enforced so that diligent students aren't penalized for being punctual. Therefore, work submitted late may receive a lower grade than equivalent work submitted on time. If you think circumstances may keep you from completing your work on time, talk to the instructor before the assignment is due.

**Participation and attendance** are crucial throughout this program. Because of the demanding schedule and limited time, all components of the program are mandatory (unless indicated) and missing even one lecture can have a proportionally greater effect on your final grade. Hence, it is important to be prompt and prepared (i.e., with required equipment) for all activities.

Students with special needs should meet with the lead instructor as soon as possible to discuss any special accommodations that may be necessary.

## VII. Academic Schedule & Course Content

The anticipated daily itinerary is outlined in the following table, but scheduling is subject to change according to local conditions (e.g. weather, tides, availability of guest researchers/managers/community members, and ‘strategic opportunism’). We seek your cooperation in allowing for flexibility with the programming.

Date	Location	Lecture Topics & Activities
Oct 22	Auckland	Introductions
23-25	Rangitoto/ Motutapu	Backpacking Trip, Introduction to Birding Conservation Biology Lecture/ Gondwana Lecture Taxonomic presentations
26	Auckland	Pre-settlement Lecture
27-29	Tongariro/ Ohakune	Day Hikes Volcanoes Lecture
Oct 30-Nov 1	Whanganui	Canoe Trip Polynesian Settlement Lecture
2-3	Wellington	Te Papa Museum Ecological Restoration Lecture
4-5	Matiu/ Somes	European Settlement Lecture
6	Wellington	Get caught up on field journals and readings
7-9	Crawthron Institute/ Nelson	Stream Sampling and eDNA Laboratory Analysis
10-18	Kahurangi NP	Friends of Flora: Field Study Activities/Backpacking Trip
19-22	Golden Bay	Coastal/Marine Activities
23-26	West Coast	Glaciers Lecture Coastal Ecology Lecture
27-30	Lake Hawea Station	Conservation Monitoring/Final Presentations
Dec 1-3	Mt Aspiring	Alpine Zones Lecture/Final Presentations
4	Wanaka	Final Exam
5	Queenstown	Goodbyes

\*This calendar of events, as well as the lecture topics and activities, are subject to change throughout the course. Flexibility with this scheduling will allow for ample exposure to opportunities and experiences.

## VIII. Course Reader

A Course Reader will be sent out prior to the beginning of the course. This reader will contain all of the required readings for the class, such as scientific articles, opinion pieces, geological and cultural histories of the locations and regions we will be visiting, and specific instructions for each assignment.

### Primary field guides

- *Nature Guide to the New Zealand Forest* (2000) by John Dawson and Rob Lucas.
- *Collins Field Guide to New Zealand Wildlife* (2011) by Lynsay Terence.
- *Hand Guide to the Birds of New Zealand* by Hugh Robertson and Barrie Heather.