



119290

National Expedition: Agriculture and Environment

2019 Course & Assignment Guide

Dr Marion MacKay (Paper Coordinator)
Dr Brennon Wood

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The Course Guide

This Course Guide provides all the information you will need to pass this paper successfully.

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Course Learning Outcomes

Students who successfully complete the paper will be able to:

1. Apply their own knowledge and use case study methods to research different agricultural, horticultural and environmental systems in New Zealand.
2. Engage with local experts to examine selected agricultural, horticultural and environment systems from multiple perspectives spanning socio-cultural, technological, political, economic and environmental elements.
3. Discuss the complexity and interactions of environmental and agricultural issues in New Zealand arising from local, national and global influences.
4. Synthesize the results of several field visits to gain insight about the ways in which primary industry, urbanization, colonization, urbanization and tourism have influenced the New Zealand environment, culture and economy.
5. Demonstrate personal organisation and commitment by completing a study tour of selected areas of the South (Te Wai Pounamu) and North (Te Ika a Maui) Islands of Aotearoa New Zealand.



The class of 2018 setting out on a walk to the glacier at Aoraki Mt Cook (Image: C. Pugel)

Course Offering Information

Course Prescription

A study tour that examines the interactions between agriculture, horticulture and environment through a series of field visits to selected agriculture, horticulture and environment systems in Aotearoa New Zealand. The paper uses a Case Study and Portfolio approach to develop reflective, critical, and analytical thinking on key primary industries, the New Zealand environment, and the associated interactions.

Course Start & End Dates

Expedition: Monday 03 June 2019* – Sunday 16 June 2018

* *The course includes a pre-learning exercise (due 14 May) to be completed before beginning the two-week expedition.*

Description of the Learning Experience

Students will tour selected areas of the South and North Island by bus, stay in hostel-type accommodation, and visit outdoor venues that require a moderate degree of physical fitness. Student interactions with the teachers will be via Massey's Online Learning Environment—Stream— and all of the provided learning resources and assignments will be accessed, submitted and completed on Stream. Students will also need to engage with local experts in order to complete the course assignments. ***Note that this is an intensive course that is likely to test you physically and academically.***

Prerequisites / Expected Prior Learning

To gain entry to this course you must meet the following criteria:

- Have completed one year of successful university-level study
- Be actively pursuing a degree in an agriculture, horticulture or environment related major
- Have completed two classes at the 200 level in an agriculture, horticulture or environment related major
- Have a cumulative GPA of 2.75 (on a 4.0 scale) or equivalent
- Gain permission from your home university

Learning hours

This 15 credit paper (3-4 U.S. credits) involves 150 total learning hours. The indicative learning hours for the course are as follows:

Course preparation (reading the Course & Assignment Guide, working through the related resources)	10 Hours
Working through the Case Studies and engaging at the Site Visits	45 Hours
Completing the Portfolio	10 Hours
Completing the National Expedition	85 Hours
Total Learning Hours	150 hours

Textbook and Other Recommended Reading, Online Resources

There are no set texts for this paper, all learning resources are provided.

Course Structure & Learning Guide

This course uses Massey's Online Learning Environment – Stream, for the presentation of your learning resources, interactions with the teachers, and the submission of your assignments. When you visit the Stream site for the Course, you will see that the resources are laid out sequentially so that you can start at the top and work your way through each topic, completing your assignments along the way.

The course structure is set out in the following table along with timelines for your engagement with each topic.

Stream Topic	When	Learning Activities and Resources
Welcome	When you first access the course	<ul style="list-style-type: none"> • Read your Course and Assignment Guide • Review the other resources in the Welcome Topic • Download and review the Portfolio Template • Review the first Portfolio entry (Introducing Yourself) and plan your answer •
The Groundwork	From 6 May	<ul style="list-style-type: none"> • Work through the learning resources which provide the foundation for the Assignments in the Course • Complete your first Portfolio entry in which you introduce yourself and your local environment to the class <p style="text-align: right;"><i>Submit your first Portfolio entry (Introducing Yourself) by the end of the day on Tuesday 14 May</i></p>

Case Study 1: Wool production in the New Zealand high country	Monday 03 June – Saturday 08 June	<ul style="list-style-type: none"> • Download and review the Case Study Report Template • Utilise the Learning Resources and web links provided to draft your Case Study Report • Post any questions, comments and feedback to the Course Forum • Attend the Site Visit and ask questions that will enable you to complete the Case Study Report • Write up your first Case Study and submit it using Stream <p><i>Submit your first Case Study Report by noon on Saturday 8 June</i></p>
Case Study 2: Water and Wine in the Marlborough region	Saturday 08 June – Tuesday 11 June	<ul style="list-style-type: none"> • Download and review the Case Study Report Template • Utilise the Learning Resources and web links provided to draft your Case Study Report • Post any questions, comments and feedback to the Course Forum • Attend the Site Visit and ask questions that will enable you to complete the Case Study Report • Write up the Case Study and submit it using Stream <p><i>Submit your second Case Study Report by the end of the day on Tuesday 11 June</i></p>
Case Study 3: Pastoral farming in the North Island	Wednesday 12 June – Sunday 16 June	<ul style="list-style-type: none"> • As for Case Studies 1 and 2 <p><i>Submit your third Case Study Report by the end of the day on Sunday 16 June</i></p>
Portfolio	Monday 03 June – Sunday 16 June	<ul style="list-style-type: none"> • Download and review the Portfolio Template when you first access the course • Complete the Portfolio questions as you progress through the visits and Case Studies • Post any questions, comments and feedback to the Course Forum <p><i>Submit your Portfolio by the end of the day on Friday 21 June</i></p>

CAUTION

This is a condensed course and you will need to work intensively during your National Expedition in order to complete and submit your assessments on time. We have taken this into account by providing you with Case Study Report templates and focused learning resources.

Expectations for Interaction and Engagement

What you can expect of us

You can expect our active engagement to help you complete the course successfully. This means:

- Regular emails about course activities
- Responses to all emails, discussion forum postings addressed to the teacher, and specific course related questions posted in the Course Forum within 24 hours during the working week (Mon-Fri)
- If, for any reason, one of the teachers will not be available during the course this will be notified via the Course Forum
- Assignment feedback will be delivered to you as per the details for each assignment.

What we expect of you

- We expect your active engagement and best endeavours to complete the course successfully. The teachers can see information about your use of Stream during the course and we will be watching!
- When you post questions or comments to the Course Forum:
 - Use a meaningful subject line
 - Address your messages to your intended audience
 - Support your peers! If you know the answer to a question that is posted – don't be shy. You should answer as well as ask questions.
 - Be respectful and considerate in your online interactions.
- We expect you to abide by the conditions of the [Student Code of Conduct](#)

Support for your learning

The University has a range of support for beginning students through the [Centre for Teaching and Learning](#). You may find the following resources of particular interest:

- [Online Study Techniques](#)
- [Digital Note-Taking](#)
- [Computer Skills](#)
- [Guide to Stream](#)
- [Reading an academic book](#)
- [Referencing \(APA Style\)](#)

Aegrotat / Impaired Performance

The purpose of the University's Aegrotat and Impaired Performance regulations is to ensure

that your academic progress is not unduly impeded by illness, injury, bereavement or other critical personal circumstances beyond your immediate control. You can apply for Aegrotat or Impaired Performance consideration in relation to final examinations, or internal assessment and other compulsory elements that **occur at a fixed time and place**. As a general guideline, Aegrotat and Impaired Performance applications will not be considered for assessment tasks worth less than 10% of the total assessment for the paper. If you are unable to complete an assessment item worth less than 10%, or feel that your performance was impaired, you should discuss this with the paper coordinator to see if an alternative arrangement can be made. In such cases, the paper coordinator may request 'supporting evidence' (such as a medical certificate) in order to make arrangements appropriate to your circumstances. Further information about Aegrotat / Impaired Performance is available from the Massey website at: <http://www.massey.ac.nz/massey/learning/exams/before-your-exams/aegrotat-impaired-performance/aegrotat--impaired-performance-guide.cfm>

Academic Integrity & Plagiarism

Academic Integrity is a core academic value of Massey University, which we are committed to fostering. Academic integrity (AI) is paramount to life at Massey and beyond for students and staff. We require students and staff to conduct themselves honestly, fairly, truthfully, ethically and responsibly in all areas of academic endeavour. We trust that throughout your student life you will continue to develop the attributes, skills and capabilities of academic integrity. They will assist you take up responsible citizenship well beyond your time at Massey.

The Massey University College of Sciences, takes a firm stance on plagiarism and any form of cheating. Plagiarism includes:

- Copying sentences, paragraphs, computer files, research data, and creative products that are the works of other persons, without appropriate acknowledgement.
- Closely paraphrasing sentences, paragraphs or themes without appropriate acknowledgement.
- Submitting one's own previously assessed or published work for assessment or publication elsewhere, without appropriate acknowledgement and/or approval.
- Submitting material obtained from internet based essay depositories (paper mills) or similar sources.
- Submission of work that relies too greatly on model answers or sample solutions provided in the course materials.

Plagiarism will be penalized; it is likely to lead to loss of marks for that item of assessment and may lead to an automatic failing grade for the paper and/or exclusion from re-enrollment at the University. Further information is provided in the Academic Integrity Guide for Students accessible via the following link: http://www.massey.ac.nz/massey/staffroom/teaching-and-learning/centres_tl/centrestl-students/our-resources/academic-integrity-student-guide/academic-integrity-student-guide_home.cfm

Assignment Guide

Assignment Overview

During this course, the following assignments will contribute to your final mark. Learning Outcomes assessed are indicated in brackets.

Assignment	Due Date	Return Date	Weighting (% of Final Grade)
1 Case Study 1 (LO 1,2,3)	Saturday 8 June	Friday 14 June	20%
2 Case Study 2 (LO 1,2,3)	Tuesday 11 June	Tuesday 18 June	25%
3 Case Study 3 (LO 1,2,3)	Sunday 16 June	Friday 21 June	25%
4 Portfolio (LO 1,2,3,4)	Friday 21 June	Friday 28 June	30%
5 Completion of National Expedition (LO 5)	Monday 03 June to Sunday 16 June	N/A	Pass/Fail

The details of each assignment task are provided on the following pages.

Each assignment will be given a total mark based upon the merit of each component as compared with the criteria described in the relevant Marking Guide. A final grade for the paper will be assigned in accordance with the [University's Grading System](#) which forms part of Massey's overarching [Assessment and Examination Regulations](#).

Assignment Submission

All assignments are to be submitted electronically on Stream on or by the due date. In any case where you submit a file, use your name and the assignment number as the filename. For example, Bloggs_Assignment2.docx, or Doe_Assignment3.pdf. If you have any issues uploading your assignment, please contact one of the teachers.

Due Dates and Extensions

If you anticipate a problem meeting one of the deadlines please contact the Paper Coordinator **prior to the due date** to negotiate an extension. Requests for an extension must be accompanied by evidence of substantial work in progress. No extensions will be granted after the due date for an assignment.

An overdue assignment for which an extension has *not* been negotiated will attract an automatic penalty of 20% per day (including weekend days). An assignment received more than one week after the due date will be given a zero mark but feedback will be provided.

Assignment Details

The assignments have been designed to take into account the condensed nature of the course. Therefore, the three case studies follow the same format and marking guide. The Portfolio is somewhat different as outlined in the assignment details that follow.

Make sure that you read the assignment details carefully. If in doubt seek clarification from one of the teachers.



In Case Study Two the class of 2017 visited a winery in Marlborough (Image: W. Forsyth).

Assignments 1, 2 and 3: Case Studies of Wool, Wine and Pastoral Farming

Weightings	Due Dates
Case Study 1: 20% of the Final Grade	Saturday 08 June
Case Study 2: 25% of the Final Grade	Tuesday 11 June
Case Study 3: 25% of the Final Grade	Sunday 16 June

Purpose

Each case study has multiple purposes and will:

- Enhance your understanding of the relevant system including the key inputs, processes, outputs, and interaction between the production enterprise and the surrounding environment
- Provide a record of your learning experiences during the site visits alongside a profile of each enterprise
- Develop multiple perspectives via application of a PEEST analysis (political, economic, environmental, socio-cultural, technical) to the wool production, wine production and pastoral farming (sheep/beef/dairy) systems respectively
- Contribute to your Portfolio where you will be expected to compare and contrast the Case Studies with the other visits on the expedition, and synthesize ideas to determine some of the critical issues operating in the New Zealand context.

Learning Outcomes Being Assessed

The Case Studies advance the first three learning outcomes of the course:

1. Apply your own knowledge and use case study methods to examine different agricultural, horticultural and environment systems in New Zealand.
2. Engage with local experts to examine selected agricultural, horticultural and environmental systems from multiple perspectives including socio-cultural, technological, political, economic and environmental elements.
3. Discuss the complexity and interactions of environmental and agricultural issues in New Zealand arising from local, national and global influences.



The class of 2018 (above) take a ferry ride across Lake Wakatipu to visit Mt Nicholas Station (below) for Case Study One. (Upper image: N. Cookson, lower image: J. Conrad)

Assignment Requirements

For each Case Study, a PowerPoint template is provided to assist with efficient completion of the Case Study Reports. The Templates follow a 'fill in the blanks' style and have a similar format which will include some or all of the elements below:

- A System Picture – a collection of images with arrows to represent the key processes that operate in the system, along with some explanation of key elements of the system
- A series of questions about the key processes
- A record of the Site Visit that requires completion of:
 - A business profile comprising the name of the business, main products, business size, company structure, features of the location, features of the business and income cycle, address of the company website and any other comments
 - A description of your experience at the Site Visit and five things you learnt about the relevant system during your time at the location
- A PEEST analysis that requires you to describe up to three political, economic, environmental, socio-cultural and technical factors affecting the system, and to provide an example of their potential impacts
- And finally, a Portfolio Question, which will be an issue drawn from the Case Study site, but which will be marked as part of your Portfolio.

You will be able to complete the Case Study Reports by using information provided on the Stream Site and by asking relevant questions of the guides and locals during the Site Visit. Most of the questions in the reports will require you to write short paragraphs; even though the answers are short, there will be an emphasis on providing a good explanation in your answers.

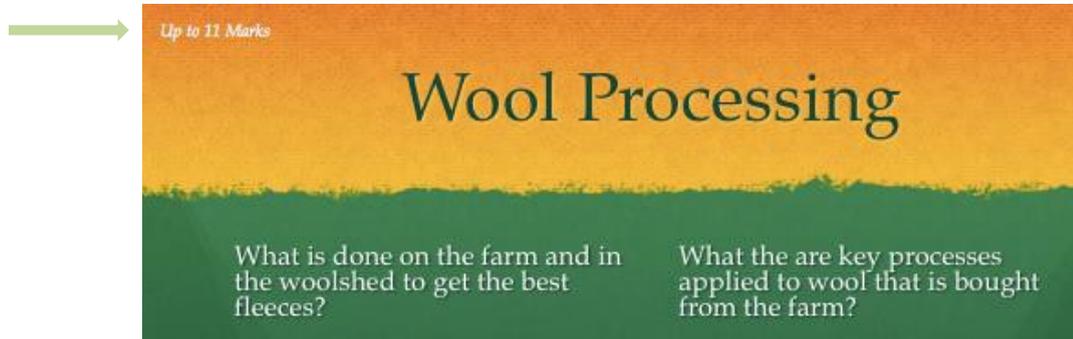
It is strongly advised that you take the time to review the information requirements and Learning Resources for each Case Study prior to the Site Visits.

Assignment Submission & Feedback

When you have finished your Case Study Report, convert the file to pdf format and upload the pdf to Stream. (If you do have a pdf converter, submit the file as PowerPoint – I suggest the use of pdf because the files are smaller and easier to upload.) Use your name and the assignment number as the filename. For example, Bloggs_CaseStudy1.pptx, or Doe_CaseStudy2.pptx. If you have any issues uploading your assignment, please contact one of the teachers. You will receive feedback on your Case Study in the form of a Marking Summary and comments that provide an indication of strengths and areas that need further development.

Marking Guide

Each Case Study Report Template includes the marks available for completion of the slide in the top left hand corner. For example:



The marks available will vary according to the number of answers required on the slide, and the marks you receive will reflect the number of relevant and valid points you make. Your assignment will be returned with a Marking Summary presented as per the table below:

Slide	Total Marks Available	Your Mark
	<i>As indicated on the relevant slide</i>	<i>Reflective of the relevant and valid points made</i>
System Picture		
The System		
Site Visit (Description)		
Site Visit (Business Profile)		
PEEST - Political		
PEEST – Economic		
PEEST - Environmental		
PEEST – Socio-Cultural		
PEEST – Technical		
Total Marks	X/X	Y/Y
Total (%)	100%	%
Total as a Percentage of the Final Grade (weighted according to its contribution to the Final Grade)	20% (Case Study 1) 25% (Case Study 2 & 3)	%

An indication of your level of achievement on each of the Case Studies can be determined according to the following criteria:

Excellent	Very Good	Satisfactory	Unsatisfactory
85%-100% of the Total Marks	69%-84% of the Total Marks	50%-68% of the Total Marks	<50% of the Total Marks
<p>a. Provides relevant and valid responses</p> <p>b. Expression is clear and concise</p> <p>c. Effectively utilises the resources provided on Stream as well as other resources sourced independently</p> <p>d. Is free of errors in grammar, punctuation, word choice, and spelling</p> <p>e. Maintains a level of excellence throughout, and shows originality and creativity in realizing a-d.</p>	Realizes a-d fully and completely and demonstrates overall excellence, but does not show the same level of originality or creativity.	Realizes a-d adequately and demonstrates overall competence but contains a few, relatively minor errors or flaws. A Satisfactory mark may still exhibit great creativity and originality, but those qualities don't make up for poor or careless writing.	Fails to realize some elements of a-d adequately and contains relatively serious errors or flaws, or many minor ones.



In Case Study One the class of 2017 met the merino sheep at Mt Nicholas Station and learnt about merino wool and its manufacture into Icebreaker garments (Image: K. Hoepfner).

Assignment 4: Portfolio

Weighting: 30% of the Final Grade

Date for Submission: Friday 21 June

Purpose

There are three primary purposes of the Portfolio:

- To examine selected aspects and examples of New Zealand environment.
- To promote critical reflection on the Case Studies and other expedition visits.
- To compare and contrast ideas from the Case Studies and environment visits, and to identify some of the critical issues of agriculture and environment in the New Zealand context.

Learning Outcomes Being Assessed

The Portfolio addresses the third and fourth learning outcomes of the course:

- Discuss the complexity and interactions of environmental and agricultural issues in New Zealand arising from local, national and global influences.
- Synthesize the results of several field visits to gain insight about the ways in which primary industries, urbanization, colonization and tourism have influenced the New Zealand environment, culture and economy.

Details of the Assignment

Your portfolio is comprised of 9 questions. Question 1 will be completed before you come to New Zealand. The remaining questions will come from the Case Studies (Ques. 2,4,6), the environment visits (Ques. 3,7,8), one wildcard question (Ques. 8), and a final question (Ques. 9) where you summarise and identify key ideas.

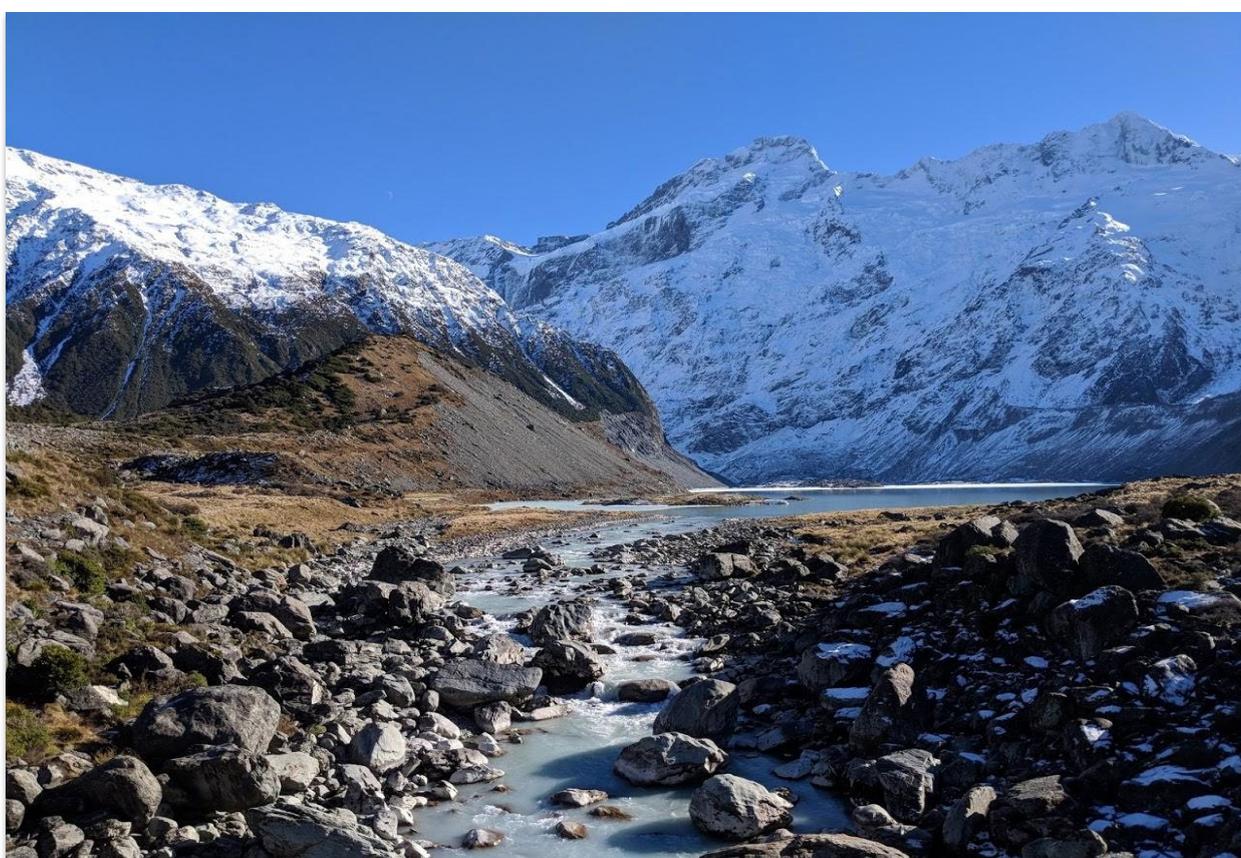
30% of the final mark

In overview, the Portfolio questions are:

Ques.	Topic	When	Marks
1.	Introducing yourself and your environment	Due 14 May	up to 6 marks
2.	A question from Case Study 1	Case Study 1	4 marks
3.	Selected examples from the Environment of the South Island	South Island visits	4 marks
4.	A question from Case Study 2	Case Study 2	4 marks
5.	Selected examples from the Environment of the South Island	South Island visits	4 marks

6.	A question from Case Study 3	Case Study 3	4 marks
7.	Selected examples from the Environment of the lower North Island	North Island visits	4 marks
8.	Wild card	North or South Island visits	4 marks
9.	Themes, synthesis, conclusion	up until 16 June	up to 12 marks
Completed Portfolio		Friday 21 June	

Detail of the Portfolio questions, and the template for your answers, are found on the Stream site in the Portfolio section. The template for Question 1 is in the main Portfolio file, but also in the Groundwork section.



The environment of Aoraki Mt Cook National Park is the subject of one of the Portfolio questions (Image: J. Lane)

Assignment Submission & Feedback

Your Portfolio should be submitted as a Powerpoint or PDF document to Stream (pdf is preferable as the files are smaller). Use your name and the assignment number as the filename. For example, Bloggs_Portfolio.docx or Doe_Portfolio.pdf. If you have any issues uploading your assignment, please contact one of the teachers.

You will receive feedback on your assignment that provides an indication of strengths and areas that would have benefited from further development.

Marking Guide

	Excellent	Satisfactory	Unsatisfactory
Question 1 (up to 6 marks)	5-6 Marks	3-4 Marks	<2 Marks
Questions 2-8 (4 marks each)	3.5-4 Marks	2.0--3.0 Marks	<1.0 Marks
Question 9 (up to 12 marks)	10-12 Marks	7-9 Marks	<6 Marks
	<ul style="list-style-type: none"> a. Responds fully to all aspects of the question and provides an excellent explanation b. Expression is clear and concise c. Exhibits clear evidence of depth and insight d. Is free of errors in grammar, punctuation, word choice, spelling and format. e. Maintains a level of excellence throughout and shows originality and creativity in realizing a-d. 	Realizes a-d adequately and demonstrates overall competence but contains a few, relatively minor errors or flaws.	Fails to realize some elements of a-d adequately and contains relatively serious errors or flaws, or many minor ones.

Assignment 5: Completion of the National Expedition

Purpose

To gain knowledge about, and experience of, primary industries in New Zealand.

Learning Outcomes Being Assessed

Learning Outcome 5: Demonstrate personal organisation and commitment by completing a study tour of selected areas of the South (Te Wai Pounamu) and North (Te Ika a Maui) Islands of Aotearoa New Zealand.

Details of the Assignment & Marking Guide

You must complete the National Expedition in order to complete the paper successfully. You will normally pass if you attend the Site Visits and complete the assignments. The final determination of whether or not you successfully complete the National Expedition component of the Paper rests with the Paper Coordinator.

Feedback

It is anticipated that engagement with your local guides, fellow students and the flora and fauna of New Zealand will provide all the feedback you require!



Feeding the eels at the Pukaha Mt Bruce wildlife sanctuary (Image: J. Johnson).