

(Please retain the small font prompts for submission to the Board of Undergraduate Studies and Board of Graduate Studies.)

Proposal to Change the Teaching Period or the Teaching Mode of an Existing Paper

(This form should be used for any of the following: to convert an existing full year paper to a semester paper, to convert an existing semester paper to full year paper, to offer an existing paper in Summer School mode, to offer an existing paper in Distance mode, or to offer an existing distance taught paper on campus.)

Name of Division/School/Department	Humanities/Languages and Cultures
Subject Code, Number and Title of Converted Paper	GLBL 101 Introduction to Intercultural Communication
Year of Introduction (Year Proposal Takes Effect)	2018

Please note:

- If you are planning to offer an existing paper in **Summer School** mode, you will **also** need to complete **Form 7** and submit it to the Summer School and Continuing Education Board (please contact the Summer School Office Extension: 5191).
- If you wish to change a paper from **one semester to another**, please contact Information Collections at ae.info.collection@otago.ac.nz

Qualifications Affected

(Major qualifications for which the amended paper will be offered)

BA

DipGlobal Cultures

BASc

Justification for Proposal

(The statement should set out the reason for the proposed change.)

GLBL 101 was originally proposed to be initially taught in Semester 1, 2018. Because of staffing issues in the Department of Languages & Cultures, the preferred teaching period is now Semester 2, 2018. In addition, the Department would like to offer the paper as a Summer School paper in 2018.

We expect a different student cohort for the two teaching periods. The Summer School offering is ideally suited for students going on exchange in semester 1, or finalist students needing an additional paper before entering the work force. The second semester paper will cater for all language students, and the plan is for it to be offered as an 8th paper for FYHS students.

Details

(Refer to the *Guide to Enrolment* for Prescriptions. State page number and provide old and proposed information about the teaching period or old and proposed code. Where an existing paper is to be offered in Distance mode, it should be made clear whether or not it will still be available on campus. If this change impacts on the paper rules for another paper(s), please outline the consequential amendments for the other paper(s).)

GLBL 101 Introduction to Intercultural Communication

S1 0.15 EFTS OC, OL 18 points

An introduction to intercultural communication both within and between cultures aimed at fostering global perspectives.

SC Arts and Music

Proposed Prescription

GLBL 101 Introduction to Intercultural Communication

SS, S2 0.15 EFTS OC, OL

18 points

An introduction to intercultural communication both within and between cultures aimed at fostering global perspectives.

SC Arts and Music

Occurrence Details

Basic details of each occurrence of the paper, each listed separately. Include campus being taught at or from (Dunedin, Christchurch, Wellington, Invercargill, Auckland), teaching period (S1, S2 etc.), indicative start date (for each occurrence – if not standard), indicative end date (for each occurrence – if not standard), teaching method (i.e. on campus or by distance). Refer to the 'Important Notes for Completing Proposal Forms' for guidance on the definition of an occurrence, teaching period and start/end dates.

Campus Taught From	Teaching Period	Indicative Start Date (if Non-Standard)	Indicative End Date (if Non-Standard)	Teaching Method
2018	S2 SS			On Campus

Consultation

(Provide statements indicating that consultation has taken place with other departments whose students could be affected by the proposed alteration to the teaching period or delivery mode.)

We consulted with the Summer School Office and informed other departments.

From: Elaine Webster
Sent: Monday, May 1, 2017 12:55 PM
To: Paola Voci
Subject: RE: SS - two form6 to add two L&C papers to 2018 SS

These look great Paola, thank you.
Elaine

-----Original Message-----

From: Paola Voci
Sent: Friday, 28 April 2017 4:14 p.m.
To: Associate Dean Academic Humanities <ada.humanities@otago.ac.nz>; Richard Walter <richard.walter@otago.ac.nz>; Jon Hall <jon.hall@otago.ac.nz>; ENGLISH HOD <hod.english@otago.ac.nz>; Mark Henaghan <mark.henaghan@otago.ac.nz>; Michelle Thompson-Fawcett <michelle.thompson-fawcett@otago.ac.nz>; HOD History and Art History <hod.history@otago.ac.nz>; MFCO HoD <mfco.hod@otago.ac.nz>; HOD Music Theatre <hodmusictheatre@otago.ac.nz>; Kevin Clements <kevin.clements@otago.ac.nz>; Michael LeBuffe <michael.lebuffe@otago.ac.nz>; Janine Hayward <janine.hayward@otago.ac.nz>; Hugh Campbell <hugh.campbell@otago.ac.nz>; Poia Rewi <poia.rewi@otago.ac.nz>; HoD Theology and Religion <hod.theologyandreligion@otago.ac.nz>; Ross Notman <ross.notman@otago.ac.nz>
Cc: Pro-Vice-Chancellor Humanities <pvc.humanities@otago.ac.nz>; Carol Forbes <carol.forbes@otago.ac.nz>; Summer School Academic <summer.school@otago.ac.nz>; Elaine Webster <elaine.webster@otago.ac.nz>
Subject: SS - two form6 to add two L&C papers to 2018 SS

Dear all:
Attached are two proposals for FREN132 and GLBL101 to be offered also in SS.
Have a great weekend!

All the best,
Paola

Associate Professor Paola Voci
Head of Department
Department of Languages and Cultures
University of Otago / Te Whare Wānanga o
Otago <http://www.otago.ac.nz/languagescultures/people/paolavoci.html>

Workload Expectations

(For undergraduate study 1 point = 10 hours, e.g. the expected student workload is 180 hours for a 18-point paper, 240 hours for an 24-point paper, and 360 hours for a 36-point paper. For postgraduate students 1 point = 12 hours (except in Health Sciences), e.g. expected student workload is 240 for a 20-point paper.

However, every paper has a point value that indicates its contribution to the qualification enrolled for (or to any other qualification to which that paper can contribute). These values have been derived on the basis of an equivalent full-time year of enrolment being 120 points.

It is recognised that Divisions may have guidelines for workload for the undergraduate papers in their Division, including the ratio of contact to non-contact hours. The required workload for a paper should include provision for lectures (50-minute lectures factored as 1 hour), seminars, tutorials, laboratories, use of computer resource rooms, field work, examinations and tests, preparation and private study. For distance papers, these activities will take a different form, due to the learning technologies that will need to be used to facilitate communication and interaction with students. This can be indicated in a number of ways, including around the use of synchronous and asynchronous technologies. Allocations for each component should be specified in hours and the basis of the allocation given in brackets (suggestions are provided below).

A paper that does not include a final examination will normally demand more work of a student during the 13 teaching weeks of a semester.

These workload expectations should be part of the information provided to students at the beginning of the paper.

A. If converting an existing on-campus paper to a paper delivered in a new teaching period:

(i) Contact hours for EXISTING version of the paper

	<i>hours</i>	<i>derivation</i>
Lectures	26	(2 per week for 13 weeks)
Tutorials	13	(1 per week for 13 weeks)
<i>Sub-total</i>	<i>39</i>	

(ii) Non-contact hours for EXISTING version of the paper

	<i>hours</i>	<i>derivation</i>
Class preparation	39	(1 hour per contact hour)
Reflective Journal/Blog	20	(2 hours x 10 weeks)
Cultural Profile	15	
Intercultural Case Study	30	
10 online quizzes	5	(30 minutes each)
Final Exam preparation	30	
Final exam	2	
<i>Sub-total</i>	<i>141</i>	

(iii) Total number of hours for **existing version** of the paper: 180

(iv) Contact hours for NEW version of the paper

	<i>hours</i>	<i>derivation</i>
Lectures	24	(4 per week for 6 weeks)
Tutorials	12	(2 per week for 6 weeks)
<i>Sub-total</i>	<i>36</i>	

(v) Non-contact hours for NEW version of the paper

	<i>hours</i>	<i>derivation</i>
Class preparation	36	(1 hour per contact hour)
Reflective Journal/Blog	24	(4 hours x 6 weeks)
Cultural Profile	16	
Intercultural Case Study	30	
4 on-line quizzes	6	(30 minutes each, plus 1 hour preparation)
Final Exam preparation	30	
Final exam	2	
<i>Sub-total</i>	<i>141</i>	

(vi) Total number of hours for **new version** of the paper: 180

(vii) Evidence of consultation with the student body in deriving the above workload expectations:

I discussed the workload with my LING421 students. They liked the variety of assessments and when prompted also said that the blog activity was reasonable (these students keep a blog in their Linguistics class). One student

pointed out that some students might feel uncomfortable with the Cultural Profile assignment and suggested that I allow for alternative arrangements if this turns out to be the case in my class.

(viii) Impact on semester workloads in relation to existing papers that could be expected to be taken in combination with the paper being introduced.

There are no specific papers that students will be expected to take with this paper during Summer School. The workload in this paper should be commensurate with other 180 point papers offered in Summer School and consequently students should be able to take this paper in combination with other papers during this period provided they do not exceed the maximum number of papers normally allowed for Summer School.

Terms Requirements

(Some departments require that a student gain terms before they sit final examinations i.e., fulfil certain specified conditions. If students are required to gain Terms before being permitted to sit the examination, please give details of these requirements. If there are no Terms Requirements please state this. Please also state the situation for the **current** version of the paper.)

There are **no** Terms Requirements for neither the semester paper not the summer school paper.

Assessment Procedures (CURRENT version of the paper)

(Please provide details of the assessment procedures for the current version of the paper. This table should show clear alignment between the main learning outcomes and how they will be taught and assessed.)

Key Learning Outcomes	Teaching and Learning Method	Summative Assessment (Internal or Final Exam)
Demonstrate an understanding of fundamental concepts and principles of communication between people from different social and cultural backgrounds.	Lectures and Tutorials	Quizzes Reflective Journal/Blog Final Exam
Generate insights into social, cultural and historical dimensions of cultural and subcultural groups around the world.	Lectures and Tutorials	Final Exam
Reflect critically upon the influence of your own culture on how you view yourself and others.	Lectures and Tutorials	Reflective Journal/Blog Cultural Profile
Compare communication behaviour, verbal and nonverbal, of different cultural groups, and interpret the behaviour through culture.	Lectures and Tutorials	Reflective Journal/Blog Intercultural Case Study Final Exam
Apply knowledge and skills to demonstrate autonomy, expert judgement, adaptability, and responsibility as an effective and ethical communicator across multiple cultural contexts.	Lectures and Tutorials	Reflective Journal/Blog Intercultural Case Study Final Exam
Demonstrate an ability to acquire, organise, analyse and evaluate and present information	Lectures and Tutorials	Reflective Journal/Blog Intercultural Case Study

i) Summative (graded) Internal Assessment

Type of Task	Percentage Contribution to Final Grade (figure should align with non-contact hours assigned to these tasks)	Non-contact hours
Reflective Journal/ Blog (10 entries)	15%	20
Weekly online quizzes (10 quizzes, weeks 2-11)	5%	5
Cultural profile (Cultural identity narrative)	15%	15
Intercultural case study	25%	30

(Add more rows if required.)

ii) Formative (non-graded) Internal Assessment (*For more information, see section 8 of the Important Notes for completing Form 3 or Section B of Form 1*)

Type of Task	Type of Feedback
None	

(Add more rows if required.)

iii) Final Examination

Duration	Percentage Contribution to Final Grade
2 hours	40%

(If a final examination is worth 50% or less of the final grade it would normally have a 2-hour examination. If the final examination is worth more than 50% of the final grade the examination is 3 hours. If not please provide a brief justification here.)

(If a minimum grade has to be achieved in the final examination to pass the paper as a whole, please state the minimum and provide a brief justification for the requirement here.)

(Will plussage apply to the paper? If so, please supply a justification here.)

Assessment Procedures (NEW version of the paper)

(Please provide details of the assessment procedures for the **new version** of the paper. This table should show clear alignment between the main learning outcomes and how they will be taught and assessed.)

Key Learning Outcomes	Teaching and Learning Method	Summative Assessment (Internal or Final Exam)
Demonstrate an understanding of fundamental concepts and principles of communication between people from different social and cultural backgrounds.	Lectures and Tutorials	Quizzes Reflective Journal/Blog Final Exam
Generate insights into social, cultural and historical dimensions of cultural and subcultural groups around the world.	Lectures and Tutorials	Final Exam
Reflect critically upon the influence of your own culture on how you view yourself and others.	Lectures and Tutorials	Reflective Journal/Blog Cultural Profile
Compare communication behaviour, verbal and nonverbal, of different cultural groups, and interpret the behaviour through culture.	Lectures and Tutorials	Reflective Journal/Blog Intercultural Case Study Final Exam
Apply knowledge and skills to demonstrate autonomy, expert judgement, adaptability, and responsibility as an effective and ethical communicator across multiple cultural contexts.	Lectures and Tutorials	Reflective Journal/Blog Intercultural Case Study Final Exam
Demonstrate an ability to acquire, organise, analyse and evaluate and present information	Lectures and Tutorials	Reflective Journal/Blog Intercultural Case Study

i) Summative (graded) Internal Assessment

Type of Task	Percentage Contribution to Final Grade (figure should align with non-contact hours assigned to these tasks)	Non-contact hours
Reflective Journal/ Blog (5 entries)	15%	24
Weekly online quizzes (4 quizzes, weeks 2-5)	5%	6
Cultural profile (Cultural identity narrative)	15%	16
Intercultural case study	25%	30

(Add more rows if required.)

ii) Formative (non-graded) Internal Assessment (For more information, see section 8 of the Important Notes for completing Form 3 or Section B of Form 1)

Type of Task	Type of Feedback
None	

(Add more rows if required.)

iii) Final Examination

Duration	Percentage Contribution to Final Grade
2 hours	40

(If a final examination is worth 50% or less of the final grade it would normally have a 2 hour examination. If the final examination is worth more than 50% of the final grade the examination is 3 hours. If not please provide a brief justification here.)

(If a minimum grade has to be achieved in the final examination to pass the paper as a whole, please state the minimum and provide a brief justification for the requirement here.)

(Will plussage apply to the paper? If so, please supply a justification here.)

Internet Based Learning

(Please indicate whether teaching and learning in the paper is available in part or as a whole via the Internet by stating which one of the four classifications it falls under)

- ✓ **Web – Enhanced** is where a paper or course expects students to access online materials and resources. Access is expected, as online participation is likely to make a major contribution to study.

Online Learning Management System used (Choose one)

- ✓ **Blackboard**

Proposed Timetable

(Timetable Services must be contacted in the early planning of an alteration in teaching period or delivery mode of an existing paper. They can provide advice and information and they will need to know your intentions. Timetable allocations are dependent on the availability of suitable teaching space. Also please attach written confirmation from Timetable Services that requested facilities are available (contact Timetable Services at timetables@otago.ac.nz). Please note that timetable consultation is not required for research only papers or where a paper is taught within departmental facilities to a circumscribed group of students taking no other subjects eg, 400 level papers.)

When consulting with the Timetable Services, please take into account the following **and supply the details below**:

- (i) Lectures (for each stream)
- (ii) Laboratories (for each stream)
- (iii) Field Trips
- (iv) Tutorials and any other teaching activity
- (v) Identification of possible timetable clashes with other papers that are normally taken in combination with this paper and could be affected by the proposed altered teaching period.



Timetables statement attached

From: Timetables Admissions and Enrolment <timetables@otago.ac.nz>

Subject: New Paper Proposal - GLBL101: Introduction to Intercultural Communication

Date: 2 May 2017 10:55:11 am NZST

To: Tiffany Trotman <tiffany.trotman@otago.ac.nz>

Cc: Summer School Academic <summer.school@otago.ac.nz>

Good morning Tiffany

Thank you for the opportunity to comment on the proposal to offer GLBL101: Introduction to Intercultural Communication as both a Summer School and semester two paper in 2018.

When assessing new paper proposals from a timetabling perspective we have two main areas of concern; potential student clashes and venue availability.

At this stage the teaching days and times are yet to be set, we are more than happy to work with the department to ensure that suitable times are selected for which there is suitable teaching space available and that do not clash with other significant papers of interest.

I am happy therefore to add the Timetable Services endorsement to the proposal.

Regards

Peter McLaren

Customer Services Representative (Timetables)

Staff Member Responsible for Drafting Proposal

(Please give the name and contact details of the staff member who drafted the proposal if different from the Head of Department)

Dr Antonie Alm

Antonie.alm@otago.ac.nz

Ext. 8690