

INFORMATION GUIDE FOR DIPLOMA STUDENTS



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"Reading is to the mind what exercise is to the body"

Sir Richard Steele.

Cover illustration by IPC Graduate Emiri Yamamoto

Studying in New Zealand

➡ **Classes here are different to classes at my school at home - what should I do in class here?**

In New Zealand, teachers want students to:

- participate in classes, by asking questions, answering questions and having discussions
- ask questions if they don't understand something
- develop their own opinions and ideas
- make eye contact when they talk to teachers or students
- be really interested in learning.



➡ **What if I say something in class, but I get it wrong? Won't everyone think I am stupid?**

In New Zealand, we like people to "have a go" at things. To "have a go" means to try something, even if we might not do it very well.

Here are some important points to think about:

- The teacher will be proud of you for "having a go", even if you don't get it right all the time.
- If you "have a go" at something in class, you will be a good example for the other students to follow.
- Everyone in the world makes mistakes sometimes, so no one should feel embarrassed to "have a go"!

➡ I want to improve my English - what can I do?

There are lots of things that can help:



- use English when you talk to or email your friends
- read a NZ newspaper
- watch NZ TV
- join a club or group in town
- ask a question in class each day
- answer a question in class each day
- only speak English from 9 am to 5 pm each day
- _____
- _____
- _____
- _____

Try thinking of some other ways YOU could improve your English and fill in the blanks!

"Nothing is ever achieved without enthusiasm."

Ralph Waldo Emerson

➡ I would like to make friends with people from other cultures, but I'm not sure how to do it.

At IPC, we have students and staff from many different countries. There are people from many different cultural backgrounds living in Palmerston North, as well.

Improving your English can help making friends easier - and having friends from a different culture can help improve your English!



Try some of these ideas:

- join the IPC Student Association Committee
- join the IPC English Club
- join a multicultural club or group in town
- talk to some different people in the dining hall - most students at IPC want to make new friends!



Can you think of other ways you could make friends in New Zealand?

- _____
- _____

➔ What characteristics and skills does IPC want me to develop most?

If you read IPC's Graduate Profile, you will see the characteristics we want every graduating student to have.

IPC Graduate Profile

Students who graduate from IPC will:

1. be confident and independent and be able to set their own goals
2. contribute to the society they live in
3. think critically and solve problems in creative ways
4. know how to access and evaluate information in a range of ways
5. be curious and excited about learning
6. have the ability to listen to others from different countries and to communicate cross-culturally and inter-culturally
7. be able to use at least two languages accurately in a range of social settings, content areas and in their work at a high level of fluency
8. be able to apply what has been learned in a range of vocational settings

Have a look at the Graduate Profile Continuum list on the next page - think about what your abilities are now, and which ones you need to try and improve the most.



IPC's Graduate Profile Continuum

Have a look at the continuum diagrams below. Which characteristics do you have? Which ones do you want to improve?

I am confident

1 _____ 5

I solve problems in creative ways

1 _____ 5

I am a member/leader of a campus club/team

1 _____ 5

I am excited about learning

1 _____ 5

I interact with people from different cultures

1 _____ 5

I use English in social settings

1 _____ 5

I strive to use English accurately

1 _____ 5

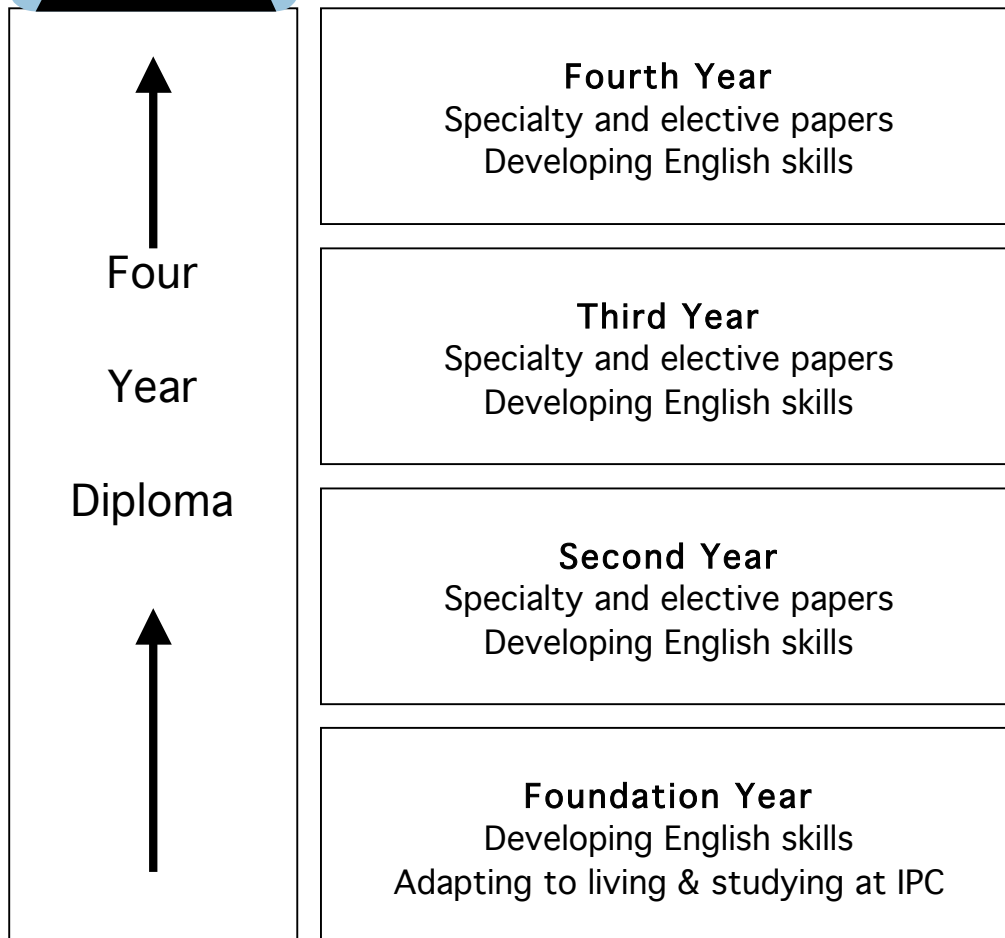
"There is no failure except in no longer trying"
Elbert Hubbard

Doing the Diploma of International Studies

The Diploma of International Studies is a four-year programme. Students begin studying for the Diploma of International Studies from their first day in Foundation. If you fail a Foundation paper, you will have to do another paper in a Summer Term.



From your second year, you will take a mix of specialty subject papers, English skills papers and electives.



➡ What TOEIC scores should I have?

To enter a specialty stream in the second year of the Diploma program, you **must** have a TOEIC score of at least 450 by the end of your Foundation year.

It is a very good idea to aim for these TOEIC scores as you start each year of your Diploma studies:



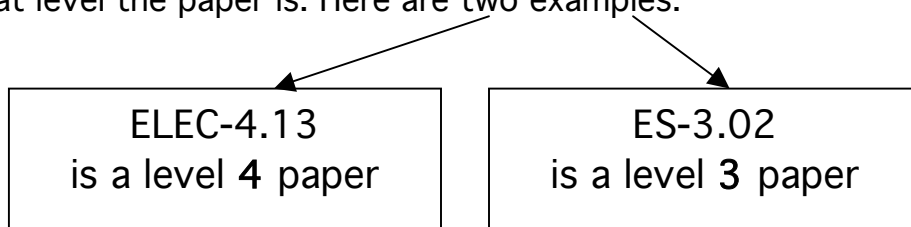
Start of your 2nd year: between 450 and 550

Start of your 3rd year: between 550 and 650

Start of your 4th year: between 650 and 750

➡ What are 'levels' in the Diploma?

Every paper in the Diploma has a number. Part of the number tells you what level the paper is. Here are two examples:



Lower level papers (level 2 and 3) are easier than higher level (level 4 and 5) papers. Level 5 papers are the same level as first year degree papers !

So - to complete the Diploma, you will need to keep **improving your English skills** and **improving your understanding of your chosen subjects** each term.

➡ **How many papers do I need to pass?**

To finish the Diploma of International Studies, **you need to pass 32 papers**, including at least five level 5 papers, four level 4 papers, three level 3 papers and two level 2 papers.

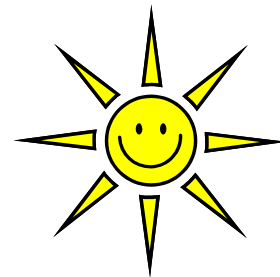
Each term, write down the papers you have passed on this page:

Level 5	Level 5	Level 5	Level 5	Level 5
---------	---------	---------	---------	---------

Level 4	Level 4	Level 4	Level 4
---------	---------	---------	---------

Level 3	Level 3	Level 3
---------	---------	---------

Level 2	Level 2
---------	---------



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"Success is the sum of small efforts,
repeated day in and day out."
Robert Collier

Specialty Areas in the Diploma of International Studies

From year two in the Diploma you may choose to study ONE of the specialty areas listed below. Each topic is called a "stream" of study.

- Business Communication (BC Stream)
- Tourism (TO Stream)

Each stream has an introductory paper (BC-2.01 and TO-2.01). These papers will give you an introduction to the topics of each stream.

Each stream of study has 10 or 11 compulsory papers you MUST pass to finish your diploma. The rest of your papers will include English skills papers and elective papers.

More information about each specialty stream is in the next section of this handbook.



Business Communication (BC) Stream



What you can do in the BC stream:

- Learn the skills needed to set up and run a successful business
- Have the opportunity to run at least 2 small businesses
- Use computers effectively to help with the business accounts
- Develop a high level of English for business

➡ What will we learn in the BC compulsory papers?

- BC-2.02 Business Communication I
- Basic business concepts and business English
- BC-3.03 Business Basics I
- Basic business skills e.g. accounting, marketing, economics
- BC-4.04 Business Work Experience
- An internship at a Palmerston North business
- BC-4.05 Business Communication II
- More business concepts and writing business plans
- BC-4.06 Entrepreneurship Practical Project I
- Set up and run a small business at IPC
- BC-5.07 Business Basics II
- Using the computer for doing business accounting
- BC-5.08 Entrepreneurship Practical Project II
- Another opportunity to set up and run a small business
- BC-5.09 Business Communication III
- Written and oral communication in business
- BC-3.10 Business Marketing
- Explore the concepts of markets, product knowledge, niche marketing, and advertising
- BC-5.11 Business Research Project or Practical Project or Internship
- Students choose what they want to do to expand their business knowledge and experience

Tourism (TO) Stream



What you can do in the TO stream:

- Find out how the travel industry works
- Develop skills to deal with customers and other workers in the tourism industry
- Develop high level English language skills

➡ What will we learn in the TO compulsory papers?

- TO-3.02 History and Growth of Tourism
- Learning about stages of tourism development over time
- TO-3.03 Tourism Destinations and Products
- Finding information about travel destinations
- TO-5.04 Adventure and Eco-tourism in New Zealand
- Importance of eco-tourism and adventure tourism today
- TO-4.05 Hospitality Industry I
- Learning about hotels, restaurants, bars etc.
- TO-3.06 Tourism Work Experience I
- Job application skills for tourism
- TO-5.07 The Airline Industry
- How the airline industry has developed and works today
- TO-5.08 Impacts of Tourism
- Good and bad ways that tourism affects the economy
- TO-4.09 Hospitality Industry II
- Learning more about hotels, restaurants etc
- TO-5.10A Travel Agency Operations
- Understanding travel agency operations
- TO-5.10B Hotel Administration
- Understanding hotel operations and systems
- TO-5.11 Tourism Project
- Students write a report about their own research

Diploma of International Studies (Advanced)

The Diploma of International Studies (Advanced) is a mix of degree papers and diploma papers.

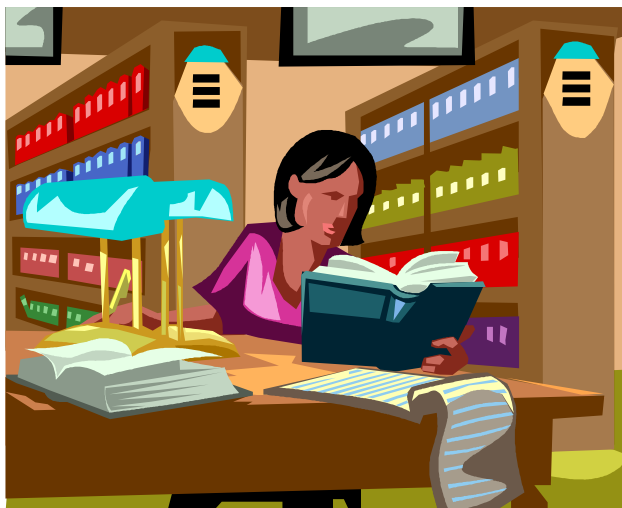
➡ What do I need to do to complete a DIS (Advanced)?

To complete the DIS (Advanced), you will need to:

- Pass **five** level 5 PLUS **five** level 6 English language and/or content papers.
- Pass **32 papers** (including Foundation papers) in total.

You can gain your Advanced Diploma with an endorsement in Business Communication or Tourism. Alternatively, you may choose to graduate with an Advanced Diploma with no endorsement.

Talk to the Student Development Coordinator about creating your individual programme of study to graduate with a Diploma of International Studies (Advanced).



Grades, Attendance and Passing a Paper

➡ What do I need to do to pass a diploma paper?

To pass a diploma paper, you need to:

- come to 80% or more of classes

AND • get passing grades for all or most of your work

➡ What is a passing grade?

The list below tells you what the grades at IPC mean.

Passing Grades	A+	Perfect work	90	-	100%
	A	Almost perfect work	85	-	89%
	A-	Excellent work	80	-	84%
	B+	Extremely good work	75	-	79%
	B	Very good work	70	-	74%
	B-	Good work	65	-	69%
	C+	Reasonably good work	56	-	64%
	C	Barely adequate work	50	-	55%
Failing Grades	D	Poor work	40	-	49%
	E	Very poor work	0	-	39%
	F	Failed a paper because attendance is less than 80%			

Try working out the grades for the marks below:

eg: $4/6 = 67\%$, so that is a B- grade.

$7/10 = \underline{\quad}\%$, so that is a grade.

$1.2/3 = \underline{\quad}\%$, so that is a grade.

➡ How can I improve my grades?

Ask your teacher about how you can get higher marks for your work.

When a teacher gives you advice, try it out - your grades might improve a lot!



➡ I'm afraid to ask my teacher for help - what can I do?

Your teacher will be happy if you ask a question - they would like to help you! But if you are very nervous about it, try one of these:

- Think of specific questions you want to ask before you talk to your teacher.
- Try emailing your teacher instead of talking to them.
- Ask a friend to go with you when you talk to the teacher.
- Ask another teacher you feel less nervous with for advice.



➡ What if I get good grades for my assignments, but my attendance is 75%?

If you get less than 80% attendance, you will fail the paper. Even if your grades are very good, you **must** attend at least 80% of classes.

➡ I came to all the classes, but my teacher says my attendance is only 95% - why isn't it 100%?



If you come to class more than 5 minutes late, the teacher will take ONE HOUR of attendance off your total. If you come back from break more than 5 minutes late, you can also lose an hour of attendance. This is College Policy for all diploma students.

➡ My attendance is 100% - that means I will pass the paper, right?

Maybe, or maybe not! Even if your attendance is over 80%, you can fail a paper if you:

- do not hand in your work
- get failing grades for your work.

To pass a paper, you need to get more than 80% attendance AND get a passing grade for your work.

➡ What happens if I hand in my assignment late?

Each day your work is late, the teacher will take 5% off your mark.

EXAMPLES:

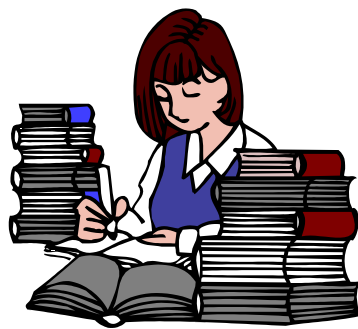
You hand in a report 3 days late. The teacher marks it and gives it 6/10 (C+ grade). Because it was late, you will lose 5% of 6 (= 0.3) for each day it was late. So your mark will be $6 - 0.9 = 5.1$ (C grade).

You hand in a fieldtrip exercise 2 days late. The teacher marks it and gives it 3/6 (C grade). It was late, so you will lose 5% of 3 (= 0.2) for each day. So now your mark will be $3 - 0.4 = 2.6$ (D grade).

Referencing

In your Diploma papers, you will be asked to provide a **reference list** (in alphabetical order) at the end of your assignment or presentation. Your reference list should include all the books, websites and other places you got information from.

If you **use a quote** from another author, or **copy a diagram** for your assignment, you must write down the source beside the quote or diagram. This is called an **in-text citation**. It's okay to use some relevant quotes, but not too often. If you're not sure if you should use a quote, ask your teacher.



➡ Why do I need to reference?

There are many reasons for referencing. You need to tell people who read your assignment or hear your presentation where you got your information from in order to:

- explain the difference between your ideas and someone else's
- show readers and listeners the range and quality of your research
- show that other people (often experts) agree with what you wrote or said
- make finding information for another assignment on the same kind of topic easier.

➡ How do I write references?

If you have taken information from books, magazines, the internet, or other sources, you must write a reference list and include it at the end of your assignment. You should use APA format for your references.

Here are some examples of correct APA formatting for references:

• BOOK with one author

Miller, G. T. (2001). *Environmental science: Working with the earth* (8th ed.). Pacific Grove, CA: Brooks/Cole.

Family name, Initials, Year, Title of book (italics), Capitals only for proper nouns and after a colon, Place of publication, Colon, Publisher, Fullstop, No capital for abbreviated "edition"

• BOOK with two authors

Cone, J. D., & Foster, S. L. (1993). *Dissertations and theses from start to finish: Psychology and related fields*. Washington, DC: American Psychological Association.

Initials, Year in parentheses, Fullstop & comma, Family name, Ampersand, Full stop, Title of book in italics, Place of publication, Colon, Final fullstop

• Entry in an ENCYCLOPAEDIA with an author

Wolf, K. (2000). Iceland. In *World book encyclopaedia* (Vol. 10, pp. 22-24). Chicago: World Book Inc.

Author, Title of page(s), Title of encyclopaedia in italics, Volume number and pages

• MAGAZINE article

Posner, M. I. (1993, October 29). Seeing the mind. *Science*, 262, 63-67.

Year & comma, Full name of month and date, Article title, Magazine title in italics, Magazine volume in italics, Pages

• **Daily NEWSPAPER article, no author**

Title of article
Year & comma
Date
New drug appears to sharply cut risk from heart failure. (1993, May 1). *The Washington Post*, p. A12.
Use "p." and newspaper section with the page number

• **WEB PAGE with author and date**

Author
Year of publication
Page title in italics
Date you found the document
Peck, F. (1996). *The Comma*. Retrieved April 8, 2002, from <http://www.uottawa.ca/academic/arts/writcent/hypergrammar.html>
Exact url address of the web page
No fullstop at end

• **WEB PAGE with an organization as author**

Name of organization responsible for web page
Year of publication
Page title in italics
Ministry of Economic Development. (2002). *Regional development*. Retrieved April 8, 2002, from http://www.med.govt.nz/irdev/reg_dev.html

• **WEB PAGE with no author**

Title is listed first in italics
Groundwater basics. (2001). Retrieved April 2, 2002, from <http://www.groundwater.org/GWBasics/hydro.htm>

• **WEB PAGE with no date**

Author name
"n.d." means "no date" of publication
Title of page in italics
Lubbers, R. (n.d.). *Definition: Global ethics*. Retrieved March 10, 2002, from <http://globalize.kub.nl/>

• **NON- ENGLISH WEBPAGE**

Original title (italics)
English translation of title in square brackets
Takeda, J. (1997). *Hito to higata* [People and tidal flats]. Retrieved July 7, 2000, from <http://www.nat-museum.sanda.hyogo.jp/news/docs/hm15-1.html>

If you need help with referencing, ask your teacher, a writing assistant, or one of the library staff members.

➡ What should my reference list look like?

Your reference list should be in **alphabetical order**, and should include all references used in your assignment (including references for pictures and diagrams). Here is an example of a reference list:

References

- Ceban, B.J. (2005). *Tornadoes: disaster and survival*. Aldershot: Enslow Publishers.
- Hudson, J. (2007, September 19). *Tornado and Elie, Manitoba makes history*. Retrieved August 14, 2009, from <http://s.kywatch7.com/?p=91>
- National Geographic Society. (n.d.). Tornadoes: killer wind funnels. Retrieved August 10, 2009, from <http://environment.nationalgeographic.com/environment/natural-disasters/tornado-profile/>
- Nemoto, S. (2004). *Shizen to ningen no kankeisei wo kangaeru* [Relationship between nature and humans]. Retrieved October 31, 2009, from <http://www.opencol.gr.jp/pdf/00046-2004-01-01.pdf>
- Oklahoma Climatological Survey. (1997). *Severe weather graphics*. Retrieved August 14, 2009, from http://earthstorm.mesonet.org/materials/graphics_severe.php
- Robinson, A. (1993). *Earth shock*. New York: Thames and Hudson.
- Tarp, K. (2001). *Clues from climatology: When and where do tornadoes occur?* Retrieved August 14, 2009, from http://www.oar.noaa.gov/spotlite/archive/spot_climatology.html

➡ How many references should I use?

Talk to your teacher to make sure you know:

- how many references you should use for your assignment
- what kinds of references you should use for your assignment.

➡ I can't find any good books or other references for my assignment - what should I do?

Try asking a librarian for some help, or ask your teacher.

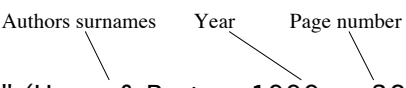
➡ How do I write in-text citations?

If you use a quote from another author, or copy a photo or diagram for your assignment, you must write down the source beside the quote or diagram. This is called an **in-text citation**. It's okay to use some relevant quotes, but not too often. If you're not sure if you should use quotes, ask your teacher.

Here are some examples of in-text citations for quotes:

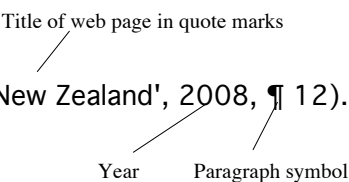
- **Short quotes**

Overall, it "was the biggest problem of the 20th century" (Hager & Burton, 1999, p. 38).



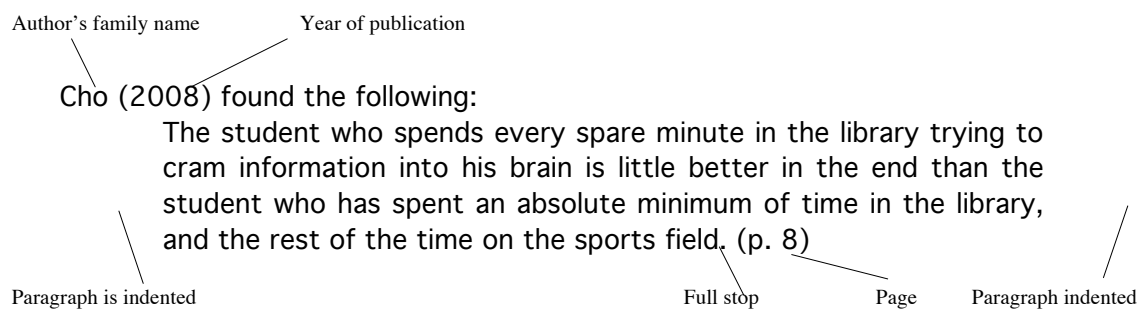
- **Short quotes from a website with no author**

Today "more than 3 million people live there" ('New Zealand', 2008, ¶ 12).



- **Long quotes (40 or more words)**

Cho (2008) found the following:
The student who spends every spare minute in the library trying to cram information into his brain is little better in the end than the student who has spent an absolute minimum of time in the library, and the rest of the time on the sports field. (p. 8)



- **Personal communications**

For the company, "it was the hardest thing we ever did" (E. C. MacKay, personal communication, February 9, 2008).

(NOTE: Do not include personal communications in your reference list.)

• **Diagrams and Pictures**

Every diagram and picture should have a number, a title and a citation.
 The citation tells the reader where you got the diagram or picture from.
 The references for each citation should be in your reference list.
 Here are some examples:



Figure 1. Tornado alley in the USA. (Tarp, 2001)

Figure number Title of diagram Author surname Comma Year

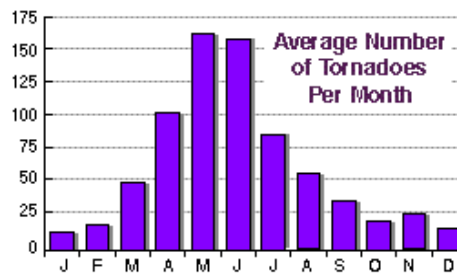


Figure 2. Number of tornadoes each month in the USA. (Oklahoma Climatological Society, 1997)



Figure 3. A tornado. (National Geographic Society, n.d.)

(Note: if you look at the reference list on page 20, you can see the references for these figures!)

Writing in your Own Words

It is important to write your assignments in your own words. **Why?**

When you write in your own words:

- you can improve your English skills
- you need to think more about the topic so you learn more
- you can show your teacher that you really understand the topic.

If writing is difficult for you, try asking your teacher to look at a **draft** of your assignment. Write your assignment early (at least 2 days before it is due) and ask your teacher to read it and suggest ways that you could improve it. Then you can make some changes and hand in a better assignment (and get a better grade!).



"Those periods of struggling to overcome challenges are what people find to be the most enjoyable times."

Csikszentmihalyi

