



# EFFECTIVE THESIS WRITING IN ENGLISH

Writing academic English for a research proposal or for a PhD degree thesis is a challenging task, regardless of whether you are a native-English speaker or if English is your second language. There are specific conventions that you must learn and adopt, but you also must avoid falling into the trap of using “inflated vocabulary and obfuscating syntax to veil a poverty of substance!” (see Appendix C).

One of the better ways of avoiding this trap in a university setting is to develop and maintain strong research links with the local industry – these companies will not tolerate anything but real substance. The University of Waikato in New Zealand excels at research that yields results for the local industry and for the country.

This 6-week course at The University of Waikato in New Zealand is an opportunity to improve your academic writing skills in English, with a specific focus on writing academic research proposals and PhD theses.

The University of Waikato is closely linked into local companies and government research establishments and is one of New Zealand’s major research organisations, playing a key role in the local and national economy and making a significant contribution to the international innovation system. The University of Waikato is at the centre of a network of research institutions and industry in the Waikato district that is responsible for a significant proportion of New Zealand’s research output - an engine room for our country's social and economic development.

This course is designed at post-graduate level and will be delivered by senior academic staff with experience of teaching English to second-language learners, of undertaking their own PhD research and of supervising PhD students.

**Note:** *the New Zealand Ambassador, His Excellency David Taylor, has offered to host a reception at the Ambassadorial Residence for the course participants before their departure to New Zealand.*

## The University of Waikato

The University of Waikato is one of New Zealand's most modern and innovative universities, based in the beautiful river city of Hamilton, with a satellite campus in Tauranga.

We are home to more than 13,000 students including close to 2,200 international students from over 70 countries.

All of our degree programmes are internationally recognised, our global connections are wide and strong, and we will do everything to help our international students to succeed.

[New Zealand](#) has a worldwide reputation for being a welcoming and safe destination. Our region, the [Waikato](#), means “flowing water” in the native Māori language. It was the name given to New Zealand’s largest river, and then to the province in which the University of Waikato is located.

Waikato offers 22 undergraduate degrees that include business and commerce, management, teaching, law, computing, tourism, music, science and engineering. At the postgraduate level, we have 22 Masters level degrees that follow on from the bachelor degrees, as well as offering new opportunities in psychology, environmental planning and special education.



Our doctorates are the highest degrees awarded by the University for research which is carried out under the immediate supervision of staff members. The education and training provided in these degree programmes are designed to produce graduates who have the capacity to conduct independent research that is both original and of high quality. At the completion of a doctoral programme, the graduate must be capable of conceiving, designing and carrying out a research programme without

supervision. Doctoral work requires you to make an original contribution to the field.

The University of Waikato offers three types of research degrees: higher doctorates (LLD, DLit, DSc), the supervised doctorate (PhD), supervised professional doctorates (EdD, SJD), and the Master of Philosophy (MPhil).

The higher doctorates are awarded for a body of meritorious published work undertaken without academic supervision. Candidates will not be considered for a higher doctorate until at least 10 years after graduation from their first degree.

The supervised research degrees of Master of Philosophy (MPhil), and Doctor of Philosophy (PhD), are acquired solely by the submission of a thesis prepared under supervision at the University of Waikato.



## **Introducing William ( Bill) Russell**

Bill is the chairman of the Education Network Indonesia (ENI), a group that has come together to market education jointly in Indonesia.

Bill's background is agriculture and business management.

For a number of years, Bill worked in the farming industry as a seeds representative, buying and selling pasture and cereal seeds to farmers. He became a branch manager of a agricultural company based in a rural town in the South Island of New Zealand.

He worked for 18 years for Shell Chemicals New Zealand Ltd and achieved the title of business manager for Herbicides and Pesticides. When the Shell Group internationally acquired plant breeding facilities in Europe, they expanded to New Zealand and Bill added the portfolios of vegetable seeds and cereal grains to his area of responsibility. He travelled extensively around the world visiting seed companies viewing the latest hybrid materials.

He was then approached by a consortium to take over the role of General Manager of SGS Wool Testing Services, a division of SGS Switzerland who are active in most countries in the world. In Indonesia they were known as PT Succofindo who were responsible under a joint venture arrangement with the Indonesian Government to clear the backlog of shipping waiting in ports and for the collection of duty revenue. Bill has also worked in Bangladesh and Thailand.

With a good working knowledge of Indonesia, Bill was asked by several educational institutions to be the business mentor for the group and to assist in the marketing of NZ education in Indonesia, which had been neglected over a number of years. Largely due to the efforts of the ENI group members, the decline in student enrolments into New Zealand has been reversed and the numbers of Indonesian students studying in New Zealand is growing.

Bill is also chairman of a charitable trust known as Rehabilim Trust Inc. which was the founder of a young person's disabled centre in Yogyakarta known as Pusat Rehabilitasi Yakkum and Yakkum Bali on the Island of Bali. The Trust is a regular donor to both of these centres.

For the past 5 years, Bill has been working with Paul Bryant, formerly International Director at Whitireia Polytechnic, on developing the Indonesian student market for New Zealand and more recently, working with the Ministry of Education and provincial governments on training opportunities.

**To contact any of our members, please refer to our website:** [www.eni.co.nz](http://www.eni.co.nz)



### **Introducing Paul Bryant**

Paul is the Director of the Education Network Indonesia (ENI), a group that has come together to market education jointly in Indonesia.

Paul's background is teaching and senior management in tertiary education, international education marketing and electrical engineering. He has many years of experience in the tertiary education sector, as well as experience as a professional engineer with Telecom New Zealand.

Until the end of 2007, Paul was a Director at Whitireia Polytechnic, responsible for all international marketing activities. During the 10 years he was there he grew the international student numbers from 15 to 1600. Whitireia is based in Wellington and in 2001, Paul established an international campus in central Auckland. This campus now accounts for the majority of Whitireia's international students and is the innovative marketing arm for Whitireia internationally.

During this period, Paul worked with Bill Russell to establish the Education Network Indonesia (ENI) to market New Zealand education opportunities to Indonesia. Paul has many years of experience in SE Asia and the ENI was a means to raise the awareness of New Zealand throughout Indonesia..

In 2008, Paul started work as a Senior Technical Advisor for Polytechnics International New Zealand (PINZ), a company that has a successful track record with World Bank and ADB projects world-wide. PINZ is also developing technical institutes in the Middle East (Bahrain, Oman, Saudi Arabia) in co-operation with a number of New Zealand tertiary institutes.

At the same time, Paul joined Bill Russell to move the ENI beyond just student recruitment into looking for development opportunities in Indonesia. As a direct result, the ENI has arranged several groups of teachers for 12 week courses in New Zealand. These teachers come to upgrade their English language skills and gain professional teaching skills at the same time.

The ENI is a business-focussed group representing educational opportunities from simple certificates of achievement through to PhD level. It is keen to customise courses to suit Indonesian Governments departments, schools and universities to up-skill staff.

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## **EFFECTIVE THESIS WRITING IN ENGLISH**

### **A 6-week program at the University of Waikato, Hamilton, New Zealand**

#### **CONCEPT**

To offer a programme of study in 2010 entitled —Effective Thesis writing in English – for PhD and other post-graduate candidates from Indonesia.

Writing academic English for a research proposal or for a PhD degree thesis is a challenging task, regardless of whether you are a native-English speaker or if English is your second language. There are specific conventions that you must learn and adopt, and your writing skills in English need to be honed to a high degree.

This course aims to raise your writing ability in English so that you are equipped to prepare a research proposal or to start writing your PhD thesis in English effectively and on time.

#### **TEACHING STAFF**

The programme will be delivered by staff of the University of Waikato with extensive experience in teaching Academic English to non-native speakers of English, of personally undertaking post-graduate research and of supervising post-graduate research students.

#### **DURATION**

The programme will run for typically 18 – 24 hours per week of formal classes, with time outside of that for individual research and projects.

A draft programme is included as Appendix A, but this is subject to change, depending upon actual dates.

#### **ACTIVITIES**

In addition to the academic program, a programme of visits most weeks can be arranged to give students an opportunity to engage in activities off-campus. A full list of possible activities is included in Appendix B and a selection of these will be offered as a part of this programme. The costs for these are additional to the quoted price. These activities are designed to give participants opportunities to meet New Zealanders and to share the New Zealand experience

#### **ACCOMMODATION**

The University of Waikato home-stay placement service will arrange the collection and return of students from Auckland International Airport and placement in home-stay accommodation. Three meals per day and snacks are provided as a part of the home-stay arrangements. Note, also, that the University of Waikato has an on-site food commission serving Indonesian food—Le Zat Café in the Oranga O'Belo food court. The University campus also has a prayer room for those who practice Muslim faith.



## Appendix A : Draft Timetable **Example Only**

**Tuesday 8th June – Friday 16<sup>th</sup> July 2010**

Teachers: TBA

**Week 1:** 8<sup>th</sup> June – 11<sup>th</sup> June

TIME	Monday 7th	Tuesday 8th	Wednesday 9th	Thursday 10th	Friday 11th
9.00 – 10.30	<b>Queen's Birthday:  Public Holiday in NZ</b>	<b>9-9.30</b> Introduction to staff from WPC  <b>9.30</b> <b>Morning Tea</b> <b>Opportunity to meet PhD students currently working at the University of Waikato</b>  <b>10 – 10.45</b> <b>Orientation</b> <b>Introduction to Life in NZ and facilities available at UoW</b>  <b>10.45 Welcome by Prof. Brian Findsen</b>	<b><u>EAP Study Skills: Speaking</u></b>  <b>Open Forum</b>  Research and Study skills input needs analysis  <b><u>Student Presentation:</u></b> Talking about academic background & educational interests	<b><u>LA: Reading Skills</u></b>  Language input	<b><u>Technology Stream:</u></b>  <b>Moodle:</b>  Introduction to: Moodle Support Moodle Messaging Moodle Forum
10.30-10.45		<b>BREAK</b>	<b>BREAK</b>	<b>BREAK</b>	<b>BREAK</b>
10.45 – 12.00		<b>(11.15 – 12.30pm)</b> <b>Campus Tour</b> <b>Photo ID cards</b> <b>Library &amp; IT facilities tour</b>	<b><u>EAP: Individual Research Project</u></b>  Goals and objectives,	<b><u>EAP Study Skills: Reading</u></b>  <b>Reading styles and strategies</b>  <b>Includes questions and criteria for mini research project.</b>  <b>Setting out criteria for Oral Presentation</b>  <b>*Plagiarism</b>	<b><u>LA: Listening Skills</u></b>  Language input
12.00-1.00		<b>LUNCH</b>	<b>LUNCH</b>	<b>LUNCH</b>	<b>LUNCH</b>
1.00– 2.00		<b><u>EAP Study Skills: Needs Analysis</u></b>  <b>Writing task</b>	<b><u>Technology Stream:</u></b>  General Introduction to the Internet, UOW website. Setting up and logging into LMS and Moodle Chat	<b><u>Technology Stream:</u></b>  <b>Microsoft Word #1</b> Basic Word Processing & Quick keys.	<b><u>EAP Study Skills:</u></b>  <b>Open Forum</b>  <b><u>Individual Research Project</u></b>  <b>Consultation time.</b>
2.00– 2.10					
2.10- 3.00					

## Tuesday 8th June – Friday 16<sup>th</sup> July 2010

Teachers: TBA

**Week 2:**      14<sup>th</sup> June – 18<sup>th</sup> June

TIME	Monday 14th	Tuesday 15th	Wednesday 16th	Thursday 17th	Friday 18th
9.00 – 10.30	<u>Life Skills Discussion</u>  Adapting to life in NZ	<u>LA: Writing Skills</u>  Language input	<u>EAP Study Skills: Writing</u>  Analyzing a task Brainstorming and organising ideas	<u>LA: Writing Skills</u>	<u>EAP Study Skills: Speaking</u>  <b>Oral Presentation:</b> Further work on student presentations <b>Open Forum:</b> Opportunity to ask follow up questions on any topics covered in week.
10.30-10.45	<b>BREAK</b>	<b>BREAK</b>	<b>BREAK</b>	<b>BREAK</b>	<b>BREAK</b>
10.45 – 12.00	<u>EAP Study Skills: Reading</u>  Recognizing text type Reading for gist Recognizing task types	<u>EAP Study Skills Reading</u>  Strategies for recording vocabulary, notes, references	<u>EAP Study Skills</u>  Tutorials on Mini Research Project	<u>Technology Stream: Microsoft Word #2</u> More Word Processing & Quick keys	<u>Technology Stream:</u> PowerPoint #1 Introduction to using PP
12.00-1.00	<b>LUNCH</b>	<b>LUNCH</b>	<b>LUNCH</b>	<b>LUNCH</b>	<b>LUNCH</b>
1.00– 2.00	<u>EAP Study Skills: Listening</u>  Listening for main ideas Note taking #1  <u>Tour of University Library (Group A)</u> Dianne Bushell (1.00-2.00pm)	<u>EAP Study Skills: Listening &amp; Writing</u>  <b>Auditing a Lecture #1.</b>  Note taking practice	<u>Lecture by Professor Brian Findsen</u>	<u>Computer room self access</u> Students work on individual research project and presentation with teacher assistant	<u>Guest Speaker</u>  Ms Andrea Haynes from Student Learning Support on workshops and services provided by SLS to upgrade Study Skills. (1-2pm)
2.00– 2.10	<b>BREAK</b>				
2.10- 3.00	<u>Tour of University Library (Group B)</u> Dianne Bushell (1.00-2.00pm)  <u>EAP Study Skills: Listening</u>  Listening for main ideas Note taking #1				

**SUBMIT Mini Research Project on Moodle SUNDAY 14<sup>th</sup> February**

## Tuesday 8th June – Friday 16<sup>th</sup> July 2010

Teachers: TBA

**Week 3:** 21<sup>st</sup> June – 25<sup>th</sup> June

TIME	Monday 21st	Tuesday 22nd	Wednesday 23rd	Thursday 24th	Friday 25th
9.00 – 10.30	<u>LA: Listening Skills</u>	<u>LA: Speaking Skills</u>	<u>EAP Study Skills</u>  Tutorials on Mini Research Project	<u>EAP Study Skills</u> <u>Writing</u>  Making notes from written texts Abbreviations Identifying attribution	<u>EAP Study Skills:</u> <u>Speaking</u>  <b>Oral Presentation:</b> Further work on student presentations <b>Open Forum:</b> Opportunity to ask follow up questions on any topics covered in week.
10.30-10.45	BREAK	BREAK	BREAK	BREAK	BREAK
10.45 – 12.00	<u>EAP Study Skills</u> <u>Writing</u>  Quoting Paraphrasing Referencing #1	<u>EAP Study Skills</u> <u>Writing</u>  Referencing #2 Summarising	<u>LA: Reading Skills</u>	<u>EAP Study Skills</u> <u>Writing</u>  Making the best use of an English English dictionary	<u>LA: Writing Skills</u>
12.00-1.00	LUNCH	LUNCH	LUNCH	LUNCH	LUNCH
1.00– 2.00	<u>EAP Study Skills:</u> <u>Listening</u>  Notetaking #2	<u>EAP Study Skills:</u> <u>Listening &amp; Writing</u>  <b>Auditing a Lecture</b> <b>#1.</b>  Note taking practice	<u>Lecture by Dr Maureen</u> <u>Marra</u>	<u>NZ Culture:</u> NZ Movie plus worksheet	<u>Computer room self</u> <u>access</u>  Students work on individual research project and presentation with teacher assistance  SUBMIT DRAFT OF MINI RESEARCH PROJECT
2.00– 2.10	BREAK	BREAK		BREAK	
2.10- 3.00	<u>Technology stream:</u> Evaluating Websites	<u>Technology Stream:</u> Powerpoint #2 How to create effective PP slides		<u>NZ Culture:</u>  Continued	



## Tuesday 8th June – Friday 16<sup>th</sup> July 2010

Teachers: TBA

**Week 4:**      28th June – 2<sup>nd</sup> July

TIME	Monday 28th	Tuesday 29th	Wednesday 30th	Thursday 1st	Friday 2nd
9.00 – 10.30	<b><u>EAP Study Skills: General</u></b>  Individual tutorials on mini research project	<b><u>LA: Reading Skills</u></b>	<b><u>EAP Study Skills</u></b>  Final Tutorials on Mini Research Project	<b><u>LA: Listening Skills</u></b>	<b><u>EAP Study Skills: Speaking</u></b>  <b>Oral Presentation:</b> Further work on student presentations <b>Open Forum:</b> Opportunity to ask follow up questions on any topics covered in week.
10.30-10.45	<b>BREAK</b>	<b>BREAK</b>	<b>BREAK</b>	<b>BREAK</b>	<b>BREAK</b>
10.45 – 12.00	<b><u>EAP Study Skills Writing</u></b>  Thesis statements Organising information Synthesising information Punctuation	<b><u>EAP Study Skills Reading</u></b>  Making inferences Guessing Meaning from Context Understanding stems and affixes	<b><u>EAP Study Skills</u></b>  Extending your research skills #1	<b><u>LA: Speaking Skills</u></b>	<b><u>LA: Writing Skills</u></b>
12.00-1.00	<b>LUNCH</b>	<b>LUNCH</b>	<b>LUNCH</b>	<b>LUNCH</b>	<b>LUNCH</b>
1.00– 2.00	<b><u>Technology stream:</u></b>  Microsoft Excel #1  <b>Introduction Using graphs and charts</b>	<b><u>EAP Study Skills: Listening &amp; Writing</u></b>  <b>Auditing a Lecture #3.</b>  Listening for causes and effects. Listening for comparisons and similes. Listening for impressions and opinions.	<b><u>Lecture by Dr Marcia Johnson</u></b>	<b><u>Technology stream:</u></b>  Microsoft Excel #2	<b><u>Computer room self access</u></b>  Students work on individual research project and presentation with teacher assistant  SUBMIT FINAL DRAFT OF MINI RESEARCH PROJECT

## Tuesday 8th June – Friday 16<sup>th</sup> July 2010

Teachers: TBA

**Week 5:**      5<sup>th</sup> July – 9<sup>th</sup> July

TIME	Monday 5th	Tuesday 6th	Wednesday 7th	Thursday 8th	Friday 9th
9.00 – 10.30	<b><u>EAP Study Skills</u></b> Return of Mini Research Project. Individual feedback and self evaluation. 1 on 1 interviews.	<b><u>LA: Reading Skills</u></b>	<b><u>LA: Speaking Skills</u></b>	<b><u>EAP Study Skills</u></b> <u>Speaking &amp; Writing Skills</u>  Group preparation for oral presentations	<b><u>EAP Study Skills: Speaking</u></b>  <b>Oral Presentation:</b> Further work on student presentations <b>Open Forum:</b> Opportunity to ask follow up questions on any topics covered in week.
10.30-10.45	<b>BREAK</b>	<b>BREAK</b>	<b>BREAK</b>	<b>BREAK</b>	<b>BREAK</b>
10.45 – 12.00	<b><u>LA: Writing Skills</u></b>	<b><u>EAP Study Skills</u></b> <b><u>Writing Skills</u></b>  Questionnaires  Writing techniques & collating techniques	<b><u>EAP Study Skills</u></b>  Extending your research skills #2	<b><u>LA: Listening Skills</u></b>	<b><u>EAP Study Skills</u></b> <b><u>Speaking Skills</u></b>  Conducting Interviews collating information
12.00-1.00	<b>LUNCH</b>	<b>LUNCH</b>	<b>LUNCH</b>	<b>LUNCH</b>	<b>LUNCH</b>
1.00– 2.00	<b><u>Technology stream:</u></b>  <b>End Note Tutorial</b>	<b><u>EAP Study Skills: Listening &amp; Writing</u></b>  <b>Auditing a Lecture #4.</b>	<b><u>Open Forum</u></b>  Discussion with students currently studying at PhD level in the University of Waikato	<b><u>NZ Culture:</u></b> NZ Movie plus worksheet  <b>BREAK</b>  <b><u>NZ Culture:</u></b> Continued	<b><u>Technology stream:</u></b> <b><u>Computer room self access</u></b>  Students work on research project and presentations with teacher assistant

## Tuesday 8th June – Friday 16<sup>th</sup> July 2010

Teachers: TBA

### Week 6:      12<sup>th</sup> July – 16th July

TIME	Monday 12th	Tuesday 13th	Wednesday 14th	Thursday 15th	Friday 16th
9.00 – 10.30	<u>EAP Study Skills</u>  Final Tutorials on Group Presentations Project	<u>LA: Reading Skills</u>	<u>LA: Speaking Skills</u>	<u>Powerpoint Presentations</u>  Oral Feedback.	<u>EAP : Presentation    Follow Up</u>
10.30-10.45	BREAK	BREAK	BREAK		BREAK
10.45 – 12.00	<u>LA: Writing Skills</u>	<u>EAP Study Skills</u> <u>Research Skills</u>  Field Research	<u>Technology stream:</u>  <u>Computer room self access</u>  Students work on individual research project and presentation with teacher assistant		<u>Open Forum:</u> Opportunity to ask follow up questions on any topic covered by the course.  <b>Feedback &amp; questionnaires.</b>
12.00-1.00	LUNCH	LUNCH	LUNCH	LUNCH	LUNCH
1.00– 2.00	<u>Technology stream:</u>  <u>Computer room self access</u>  Students work on individual research project and presentation with teacher assistant	<u>Lecture by Dr Elizabeth Howell</u>	<u>EAP Study Skills</u>  Final rehearsal for Group Powerpoint Presentation Project	<u>NZ Culture:</u> NZ Movie plus worksheet	<u>Certificate Ceremony and Farewell Party at The Station Café. 12.00-2.00pm</u>

## **Appendix B : Optional Activities**

### **Half Day Options**

#### **BUSH WALK**

- Easy 40 minute nature walk through a forest park
- Smell the freshness and hear the birds singing
- Learn about the value of this natural environment
- “Billy Tea” and home baked cookies

#### **CASTLE PAMELA/TIRAU SHOPPING**

- Medieval castle with incredible doll, toy, bear and train collection
- Interesting shopping for antiques, gifts, jade factory, crafts, specialty shops
- Large corrugated iron buildings in the shape of a sheep and dog
- Afternoon tea in the café

#### **DAIRY FARM**

- Visit a family owned dairy farm
- Watch a cow being milked
- Afternoon tea in the farmers home
- Walk amongst animals in a paddock
- The farmer will talk about what work needs to be done for each different season

#### **FLAX FLOWER MAKING**

- Make a flax flower using the technique of traditional Maori weaving
- Very talented and well known floral artist will be your teacher
- Afternoon tea - tea/coffee with home made cookies
- Venue is situated on a kiwifruit orchard

#### **HAMILTON CITY TOUR**

- City orientation tour – retail shops, banks, garden Place, Post Office, supermarkets, Police Station, Waikato Stadium, Fire Station, Courthouse
- Hamilton Gardens – 6 Paradise Gardens
- Hamilton Lake – recreation reserve, playground and feed the ducks
- Hokey Pokey ice-cream
- Waikato Museum – Maori war canoe and artefacts

#### **HAMILTON ZOO**

- Acres of stunning grounds and captivating wildlife
- Home to 400 native and exotic species
- Australasia’s largest free-flight aviary

#### **HORSE MAGIC**

- See many different breeds of horses all in the same place
- Showcase of horses dressed in authentic costume and in action
- Ringmaster will entertain and educate you
- Audience fun and participation
- Outstanding photo opportunities
- Includes morning tea

#### HORSE RIDING

- Quality instruction by qualified professionals
- Learn correct aids and posture for asking the pony to move forward, halt and turn
- Learn to manage a quiet, obedient pony, in walk and trot in an enclosed arena
- Farm ride

#### INDOOR ROCK CLIMBING

- All equipment and instruction included
- Fun and challenging
- Builds trust, co-ordination, self confidence, balance
- Experienced staff to assist

#### JET BOAT RIDE

- On the beautiful Waikato River
- Fun and exhilaration
- Experience 360 degree spins
- Shopping in Cambridge

#### KAYAKING

- Kayak safety talk on shore before trip
- One hours paddling includes short trip and some team activities
- One guide per 15 students
- Safe, sheltered lake

#### LAVENDER FARM (Nov – January)

- Beautiful lavender farm
- Learn about the lavender industry
- See how oil is extracted from the flower heads and distilled to separate the oil from water
- Gift shop – with hand made lavender products
- Afternoon tea

#### MAUNGATAUTARI ECOLOGICAL RESERVE

- See a 50 km pest proof fence that has been erected around the mountain
- Reintroduction of indigenous plants, birds and animals into the safe environment
- Experience a pest free forest and learn about our unique wildlife and ecology
- Climb up the Viewing Tower to get a “bird’s eye view” of the forest

#### PAINT A PLATE

- Create something personal and unique
- Show your creativity and design your own ceramic piece
- It will be glazed and ready to take home with you as a souvenir

#### PAULOWNIA PARK

- Farm and Timor breed pony stud
- Groom the ponies, round up the sheep, feed piglets, chickens and other animals
- Look for fresh water crayfish and eels in the stream
- Native and exotic birds, rabbits, possums
- Afternoon tea in the park

#### RAGLAN BY THE SEA

- Trendy West Coast village
- World famous for left hand surf break (surfers)

- Coastal drive – to Wainui Reserve and Manu Bay
- Popular with hang gliders, wind surfers, swimmers, artisans
- Hokey Pokey ice-cream
- Bridal Veil Falls

#### TE AROHA HOT SPA

- 30 minute soak in warm luxurious soda spring spa fresh from the mountain spring
- Invigorate your muscles with an aquatic massage
- See the world's only hot mineral geyser
- Completely restored "Edwardian Domain"
- Nestled beneath the "Mountain of Love"

#### WOODLANDS ESTATE

- Historic homestead and gardens
- See how people lived last century
- Enjoy afternoon tea in the café

### Full Day options

#### AUCKLAND DAY TOUR

- Mt Eden - panoramic views over Auckland city
- Victoria Park Market – great for souvenir shopping
- Viaduct Harbour – newly developed apartments, cafes and luxury boats
- Mission Bay – walk along the popular beach
- Parnell Village – trendy exclusive shops in a Colonial style village
- Central City – shopping time

*Plus group optional extras*

A: Sky Tower see the wonders of Auckland from the main observation level

B: Kelly Tarlton's Under Water World and Antarctic Encounter

C: Maori song and dance performance at Auckland Museum

D: Drive over Auckland Harbour Bridge and Ferry back to city from Devonport

E: Lunch – buffet at Valentines Restaurant

#### HOWICK HISTORICAL VILLAGE

- Early fencible settlement (retired soldiers on a pension)
- A living museum, comprising 30 restored buildings of NZ 1840/1880 period
- Costumed, trained, historical interpreters provide interesting information
- Japanese guide books available
- Botany Town Shopping Centre

#### MIRANDA HOT SPA

- Miranda internationally known for it's migratory shore birds
- Beautifully landscaped with waterfall for added relaxation
- BBQ lunch – you can help cook if you like
- Tennis Court & Petanque
- Temperature maintained between 36 – 39 degrees

#### ROTORUA DAY TOUR #1

- Agrodome Sheep Show –fun, informative farm show
- Whakarewarewa – Thermal Village, awesome geyser, boiling mud pools
- Maori Cultural Performance- traditional song, dances and haka



- Lunch – buffet at Valentines Restaurant
- City sightseeing – Government Gardens, Kairau Park, Ohinemutu, Lake Front
- Rainbow Springs – NZ fauna, flora, kiwi and trout

*Plus group optional extras*

A: Gondola and 2 Luge Rides – zoom down the hill as fast as you like

B: Polynesian Spa - very soft alkaline water; smooth pleasing feel on the skin

### **ROTORUA DAY TOUR #2**

- Agrodome Sheep Show –fun, informative farm show
- Te Puia – awesome geyser, boiling mud pools
- Carving and weaving schools – see master carvers at work and weaving demonstrations
- Maori Cultural Performance- traditional song, dances and haka
- Interactive understanding - customs, traditions, geology and natural history
- Kiwi house - see our national symbol in a specially lit kiwi house
- Maori Cultural Performance- traditional song, dances and haka
- Lunch – buffet at Valentines Restaurant
- City sightseeing – Government Gardens, Kairau Park, Ohinemutu, Lake Front

*Plus group optional extras:*

A: Gondola and 2 Luge Rides – zoom down the hill as fast as you like

B: Polynesian Spa - very soft alkaline water; smooth pleasing feel on the skin

### **ROTORUA DAY TOUR #3**

- Lady Knox Geyser – shoots steam and water 20 metres into the sky
- Wai-o- Tapu – the most colourful of all the thermal areas
- Walk along safe tracks – see pools, lakes, craters, steam vents, mineral terraces
- Lunch – buffet at Valentines Restaurant
- Jet Boat – on Lake Rotorua, speed, spins, adrenaline
- Polynesian Spa - very soft alkaline water with a smooth pleasing feel on the skin

### **TAUPO DAY TOUR**

- Aratiatia Controlled Rapids –vast volumns of water released into a rocky gorge
- Huka Falls- 250,000 litres of water per second and dumped over a 11 metre cliff
- Honey Hive - see the bees at work and honey products for sale
- Bungy Jump Viewing – cantilevered 47 metres above the Waikato River
- Lunch – café
- Lakeside drive – NZ largest crater lake and holiday resort
- Wairakei Geothermal Power Fields – see the worlds second largest operation
- Jet Boat – speed, spins, adrenaline

### **TAURANGA DAY TOUR**

- Comvita Honey Centre – learn about the health benefits of the honey bee
- Kiwi 360 – kiwi fruit orchard tour on unique kiwikarts
- Lunch – BBQ steak, salads, desserts at the Kiwifruit Farm
- Mt Maunganui – most popular holiday destination, beach or mountain walk
- Tauranga Harbour Bridge – drive over the bridge, see the busy port and marina
- Tauranga – city tour

*Plus group optional extra*

Mills Reef Winery – Visit a popular winery and sample some wine

### **TE WAIHOU WALKWAY/FARM**

- Farm – sheep, cattle and deer

- Guided paddle – across the river to see famous Blue Spring
- River walk – rainbow trout, native NZ birds and waterfowl
- BBQ lunch

### **WAINGARO HOT SPRINGS**

- 4 Mineral Pools – temperatures range from 35 – 40 degrees celsius
- Waterslide – great fun zooming down the hot water slide
- BBQ lunch – you can help cook if you like
- Playground – trampolines, bumper boats
- Wildlife - birds, animals, deer park

### **WAITOMO DAY TOUR #1**

- Glowworm Caves –boat ride in glowworm grotto and limestone formations
- Lunch – BBQ Restaurant
- Bush walk – lovely walk to see an ancient cave, “middle earth” scenery
- Otorohanga Kiwi House – close look at our national icon

### **WAITOMO DAY TOUR #2**

- “Spellbound” – 2 cave tour, beautiful limestone formations, extinct moa bird skeletons
- Natural light – creates spectacular effects as it streams into the Spirit Cave
- Glowworms – you can really get close to them
- BBQ Lunch – in a picnic park at the forest, you can help cook if you like
- Bush walk – lovely walk to see an ancient cave, “middle earth” scenery

For further information on this course, please contact ENI

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## Appendix C: A Trap for the Unwary Academic

### “Academic Bullshit (omong kosong)”

In various contexts in education, bullshit takes different forms and serves different functions. Cohen (2006) focused his critique on a bullshitter’s penchant for adoxography: the inflated vocabulary and obfuscating syntax employed to veil a poverty of substance in academic essays. Postman (1969) referred to this “triumph of style over substance” as the “pomposity” subset of bullshit, without which “many people . . . would be unable to function” (p. 1). While Cohen’s treatment of this variety of bullshit frames it as a product that can be judged irrespective of the intention of the author, Postman (1969) attributed intentionality. Postman argued that these bullshitters “use fancy titles, words, phrases, and sentences to obscure their own insufficiencies” (p. 1). Intention aside, an abstruse product places significant demands on the reader. Cohen observed that some readers find incomprehensible writing to be impressive and scholarly simply by virtue of its impenetrable prose, regardless of whether a more perspicacious reading could identify any substantive ideas or not.

Apprenticeship to a discipline appears to encourage two types of bullshit. The first is the sort scorned by Cohen (2006), the textual product that either is or is not bullshit regardless of authorial intent or situational conventions (a conception of textual quality that has been disputed by Nystrand [1986] and others who have critiqued Olson’s [1977] view of the “autonomous” text). The second concerns the process of bullshitting, when one knows enough to figure out how to approximate the conventions expected within a disciplinary community, yet has limited content knowledge and so must mask this lack of knowledge with rhetorical chutzpah.

As Nystrand might argue, the degree to which an utterance constitutes bullshit is dependent on the conventions of the setting, which cue the bullshitter as to the type of product that must be created in order to make a suitable impression. Fuller (2006) contended that the extensive training within doctoral programs, for example, produces “institutionalized immunity to bullshit” (p. 246) because “the time required to master a body of knowledge virtually guarantees . . . loyalty to its corresponding practices and central dogmas” (p. 245). If the academic community tolerates or elevates vacuous jargon, students will gravitate to this value and produce it comfortably in their speaking and writing.

**Source:** Smagorinsky, P., Daigle, E. A., O’Donnell-Allen, C., & Bynum, S. (2010). Bullshit in Academic Writing: A Protocol Analysis of a High School Senior’s Process of Interpreting Much Ado about Nothing. *Research in the Teaching of English*. 44(4), pp. 368-405.