PROFESSIONAL DEVELOPMENT IN CONSTRUCTION ENGINEERING

ASSIGNMENT #4: PROFILE OF ANOTHER COUNTRY—

PAPER AND PRESENTATION

Developed by Iowa State University faculty

Due: April 11 or 18

PURPOSE
To explore multiple aspects of a country of interest to you
To investigate the impact of the dynamics of a country on construction
To further cultivate your communication skills (written, oral, and electronic)
To deepen your appreciation of the interrelatedness of our global society

ASSIGNMENT
1. Develop a written profile (see the outline format below) of a country of interest to you. Copy and present the written profile to all students in the class.
2. Then develop an individual PowerPoint presentation on one thing you learned about the country that is of keen interest to you. (It can be the built environment, the socio-political environment, the natural environment, or any other aspect of the country that intrigues you.)
3. Individually, make a presentation that will enlighten and inspire the class to develop an interest in your country of choice.

PAPER FORMAT
1. Name of Country
2. Location
3. Language:
   - Spoken language: Spanish
   - Written language: Same – Spanish
4. Currency
5. Exchange Rate
6. Topography and geography
7. Climate
8. Government
9. Military
10. Religion
11. Greetings:
    - Hello    Good day
    - Good night Please
    - Thank you Mister
    - Miss     Madame
13. Meet and interview someone else from your selected country to learn about their history, language, economy, culture, religion, natural and/or built environment.
PAPER FORMAT AND EXAMPLE
1. Name of Country: Costa Rica
2. Location: South of Nicaragua and North of Panama in Latin America
3. Language:
   Spoken language: Spanish
   Written language: Same – Spanish
4. Money: Colones
5. Exchange Rate: roughly 500 colones to $1.00 (on 11/20/06 it was 517 colones to $1.00)
6. Topography and geography: Rain forest, mountains and volcanoes, coasts (Pacific and Atlantic), plains
7. Climate: Tropical climate that varies based on topography, 1) hot and humid in rain forest, 2) cooler and dry in the mountains and mountain plains, and 3) hot and humid on the coasts.
8. Government: Representative Democracy
9. Military: None exists. The country decided in 1948 to disband the military and pursue peace.
10. Religion: Primarily Catholic
11. Greetings:
   Hello = Hola!
   Good day = Buenos dias
   Good night = Buenos noches
   Please = Por favor?
   Thank you = Gracias
   Mister = Senor
   Miss = Senorita
   Madame = Senora
    In rural Costa Rica they build houses on stilts with crawl space underneath them because of fast and frequent rains that can cause flooding and because of insects, “critters” and reptiles that are in abundance. Farm houses are typically small, wood, and primitive, sometimes with out electricity. They may use propane and methane for power. City dwellings are wood, masonry, and contemporary, but likely will not have air conditioning. In San Jose most homes or apartments are one-story and have metal doors and window coverings, along with a metal fence and a big dog to fend off thieves.
    In rural areas they utilize a chopped wood tree for a fence post, which when planted then continues to grow. When sufficient growth occurs, the farmer cuts the foliage off to feed the cattle.
13. Meet and interview someone else from your selected country to learn about their history, language, economy, culture, religion, natural and/or built environment.

FACULTY NOTES
- Initial assignment was less defined, allowing students to choose a topic about future trends in construction. The topic could be related to ethics, diversity, or technology.
- Assignment represents a new assignment to specifically address the globalization and diversity awareness objectives of the learning community.
• New assignment is a distinct task with example of format to help students understand the assignment and oral presentation. See #12 in the example (Impacts of various factors on the built environment) to see scaffolding that supports student thinking and integration.

• Oral presentation directions (see Assignment #2) encourage students to consider integration of multiple perspectives. By asking students to consider the built environment, socio-political environment, and natural environment and the impact on society; students are invited to think about interrelatedness of our society and to develop their interdisciplinary thinking.

• The assignment includes a clear set of purpose statements. In contrast with the original assignment and the revised ethics paper assignment, this assignment makes the purpose of student learning explicit. Many of our group conversations have discussed the need to make the purpose of our assignments more explicit, while inviting students to engage in deep learning (not providing an outline for students to fill in the blank).

• The purpose statement invites students to investigate the impact of multiple factors on construction in a different country. To facilitate first-year students’ ability to enter this broad process, there is still a profile outline that allows students to gather general information that will support integrative thinking. In other words, the paper format allows students to enter the process with a concrete structure and then invites them to take this learning to a deeper level indicated in the purpose.