

Exercise walk-through

# 1.4

## The Higher Education Study Environment

---

GAC Study and Communication Skills

## Method — Key knowledge: read the local rule

A **lecture** 讲座 often presents material to a larger group; a **seminar** 研讨课 often focuses on discussion; a **tutorial** 辅导课 often gives closer guidance on prepared work. These names alone do not establish attendance rules or exactly how to participate. Read the course's actual instructions.

**Academic integrity** 学术诚信 includes honest work, permitted help and appropriate acknowledgement of sources. A **citation** 引用 connects a borrowed idea to its source. Citation alone does not make copying acceptable for every task. Check both source acknowledgement and the task's authorship rules.

## Method — Source A: fictional course brief

This week's lecture requires the assigned reading and two written questions. The seminar requires one example from that reading and participation under the tutor's turn-taking rules. The tutorial requires a draft paragraph and the task brief.

Attendance is recorded in all three sessions.

The report asks students to explain the supplied summary table in their own words.

The brief explicitly says not to attach raw data. Borrowed ideas require a citation and a source entry. For this practice task, use the author's surname and year in the citation; the source entry gives the author, title and year. Exact copied wording must be quoted and attributed, but the report must still explain the table in the student's own words. Permitted help may clarify the brief; another person must not write the submitted explanation.

Lina's draft lists the table's values but does not explain their pattern. She has no teacher comment yet. The deadline is next Friday. She can bring the draft and brief to a tutorial on Tuesday. No extension has been agreed.

## Method — Source B: a source and two draft uses

The practice source is Mina Chen's *Checking a Study Plan*, 2025. Its original sentence is: "A spare hour after a deadline cannot rescue an earlier task."

Draft 1 copies that sentence exactly, without quotation marks, citation or source entry.

Draft 2 says, "Chen (2025) explains that spare time must come before the task's deadline if it is to help with that task." It gives the source entry: "Chen, Mina. *Checking a Study Plan*. 2025." Neither draft yet explains Lina's supplied table.

## Method — Worked example: preparation and help need evidence

Known: Lina has a draft, but the required explanation is missing. Teacher silence does not establish whether it is correct, incorrect or unread. Tuesday's tutorial is an available opportunity to bring the actual paragraph and ask which part of the explanation is unclear.

A useful question is: "My draft lists the values but does not explain the pattern. Could we check how to connect the table to the required explanation?" The request names the gap and relevant evidence. It does not ask the tutor to write the paragraph. Lina still needs to do and review her own revision before Friday.

## Method — Worked example: preparation and help need evidence

A useful question is: “My draft lists the values but does not explain the pattern.”

Lecture  
Assigned reading  
Two questions

Seminar  
Reading example  
Turn-taking rules

Tutorial  
Draft paragraph  
Task brief

This fictional course records attendance in all three  
Check the actual course's own requirements

## Exercises 2.1-2.3

---

**2.1** Name the required preparation for the lecture and for the tutorial in Source A. [2]

---

**2.2** Explain why a student cannot infer from “seminar” that attendance is unrecorded or that any contribution is acceptable. Use Source A. [2]

---

**2.3** Identify THREE missing source-use elements in Draft 1 under the fictional brief’s rules. [3]

## Exercises 2.1-2.3

---

**2.1** Name the required preparation for the lecture and for the tutorial in Source A. [2]

**2.1** Lecture: assigned reading and two written questions. Tutorial: draft paragraph and task brief. Both elements of each stated preparation are needed for its mark.

---

**2.2** Explain why a student cannot infer from “seminar” that attendance is unrecorded or that any contribution is acceptable. Use Source A. [2]

**2.2** Attendance is recorded in all three formats. Seminar participation must follow the tutor’s turn-taking rules and use an example from the reading, so the name is not permission for any contribution.

---

**2.3** Identify THREE missing source-use elements in Draft 1 under the fictional brief’s rules. [3]

**2.3** Quotation marks for exact copied wording; citation naming Chen and 2025; the source entry giving author, title and year. These identify missing acknowledgements; they do not alone complete the report explanation.

## Exercises 2.4·3.1

---

**2.4** Explain TWO source-use strengths of Draft 2 and ONE reason it does not yet satisfy Lina's report task. [3]

---

**3.1** Evaluate these THREE claims using the supplied material: “No teacher comment means the draft is correct”; “Adding a citation makes any copied report acceptable”; “Asking the tutor to write the explanation is permitted clarification”. Explain why each claim should change. [6]

## Exercises 2.4·3.1

---

**2.4** Explain TWO source-use strengths of Draft 2 and ONE reason it does not yet satisfy Lina's report task. [3]

**2.4** The sentence gives the idea in different wording and names Chen with the year. Its source entry includes author, title and year. It does not explain the supplied table's pattern, which remains the required task. Merely counting altered words is not proof of adequate source use.

---

**3.1** Evaluate these THREE claims using the supplied material: "No teacher comment means the draft is correct"; "Adding a citation makes any copied report acceptable"; "Asking the tutor to write the explanation is permitted clarification". Explain why each claim should change. [6]

**3.1** Award 2 per evaluated claim: evidence/limit, task implication. Silence alone establishes neither quality nor whether the draft was read; use the criteria and a specific question. Citation addresses acknowledgement, but the report still needs the student's explanation and copied wording must be quoted. Permitted help clarifies instructions; another person must not write the submitted explanation, so bring a question and do the revision yourself.

## Exercise 3.2

---

**3.2** Write an 80–110 word message requesting help at Tuesday’s tutorial. Name what your draft currently does, the missing requirement, the evidence you will bring, one focused question and your own next action. Respect the source-use and authorship rules. Do not request help with a requirement the brief already answers. [8]

## Exercise 3.2

---

**3.2** Write an 80–110 word message requesting help at Tuesday’s tutorial. Name what your draft currently does, the missing requirement, the evidence you will bring, one focused question and your own next action. Respect the source-use and authorship rules. Do not request help with a requirement the brief already answers. [8]

**3.2** Local analytic rubric,  $8 \times B1$ : specific tutorial request; accurate draft status; missing explanation of the pattern; draft and brief brought; focused question the brief has not answered; own revision and check before Friday; source-use/authorship respected; clear truthful 80–110 word message. Example: “Could I bring my draft and the report brief to Tuesday’s tutorial? My paragraph lists the summary table’s values, but it does not yet explain their pattern. Could we check where the link between the values and my explanation is missing? I know the brief excludes raw data, so that instruction does not need clarification. After the discussion I will write the revision myself, compare it with the required task and check any borrowed ideas against their citations and source entries. I will finish before Friday and will not assume that an extension has been agreed.”