

TUTORIAL PLAN: TOPIC 1



ASU1004 – Academic Integrity and Academic Skills

TOPIC 1: ACADEMIC READING AND WRITING	
Day/Date:	Time: 2 hours
Instructor:	
Learning Environment:	
LEARNING OUTCOMES	
ULOs:	<ol style="list-style-type: none"> 1. Evaluate personal skills to enable management of personal and organisational performance. 2. Develop skills and strategies to increase productivity and improve outcomes in a personal and professional context. 3. Apply academic integrity to personal and team performance. 4. Solve problems, apply thinking and design innovative approaches across a range of disciplinary settings.
CLOs:	<ol style="list-style-type: none"> 3. Develop a range of technical, conceptual and interpersonal skills required to work independently and/or collaboratively in integrated resort settings. 6. Develop effective management approaches to enhance personal and organisational performance, achievable through industry best practice and relevant theoretical frameworks.
LINK TO ASSESSMENTS	
Assessment Task 1: Study Skills and SMART Goal Assessment Task 2: Concept Map Assessment Task 3: Presentation Skills Assessment Task 4: Navigating Team Dynamics Assessment Task 5: SMART Goal Evaluation	
ASSIGNED READING TOPIC 1	
PREPARATION TOPIC 2	
SUPPORT MATERIALS	

TIMING	LEARNING ACTIVITY	LEARNING RESOURCES
5 minutes	LECTURE: Introduction <ul style="list-style-type: none"> • Welcome • Take attendance • Address housekeeping • Outline the following: <ul style="list-style-type: none"> • Learning intentions • Learning outcomes • Key topics 	Whiteboard and markers Attendance roll

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10 minutes	<p>LECTURE REVISION: Headlines</p> <ul style="list-style-type: none"> • Ask students to create a headline for one topic from the lecture to share with the class. • Using the idea of newspaper-type headlines as a vehicle for summing up and capturing the essence of an event, idea, concept, topic, etc., students creatively reflect upon the lecture materials. • Share headlines as a whole class. 	Paper Writing materials
15 minutes	<p>GROUP ACTIVITY: Journal Article Review</p> <ul style="list-style-type: none"> • Students will bring a completed individual Journal Article Review Template for discussion with their ULT. • Students work in their ULT groups to share their personal insights of the reading for this week: Ahn, J., and Black, K. (2018). Integrated resort: A review of research and directions for future study. <i>International Journal of Hospitality Management</i>, 69(1), 94–101. <p>OR</p>	Whiteboard and markers Template: Journal Article Review
15 minutes	<p>GROUP ACTIVITY: Book Chapter Review</p> <ul style="list-style-type: none"> • Students will bring a completed individual Book Chapter Review Template for discussion with their ULT. • Students work in their ULT groups to share their personal insights of the reading for this week: Chapter 16 – Hoggett, J., Medlin, J., Chalmers, K., Beattie, C., Hellmann, A., and Maxfield, J. (2018). <i>Financial Accounting</i> (10th ed.). Wiley. 	Whiteboard and markers Template: Book Chapter Review
25 minutes	<p>GROUP ACTIVITY: Skim reading</p> <p>Put students in groups of 3-4 and provide each group with copies of a different academic article related to their studies. Here are some examples of hospitality journals to select from:</p> <p><u>International Journal of Hospitality Management</u> <u>Tourism and Hospitality Research</u> <u>Journal of Travel Research</u></p> <p>Ask students to skim read the article and, as a group, aim to answer the following questions:</p> <ul style="list-style-type: none"> • Who wrote the text? • Who was the intended reader? • What is the author’s main idea? • Why does the author say this? • When did the author write the text? • What is the context or location in focus? • How did the author approach their argument, and is it convincing? <ul style="list-style-type: none"> • Give students time to read, and then ask each group to share their answers. 	Copies of selected academic articles
10 mins	BREAK	

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10 minutes	<p>LECTURE: Finding information in an academic article</p> <p>Explain that there are some easy ways to find core information in an academic article. Explain what is contained in the various sections of an article. Suggest an approach, for example:</p> <p>It is a good idea to skim read first to give yourself a foundation in the concepts covered, and then:</p> <ul style="list-style-type: none"> • Read the abstract first and also see what keywords are highlighted to make sure this article is aligned with what you want to know. • Read the introduction next. • Then, read the discussion/conclusion. These will indicate the main arguments and a summary of the findings. • Read about the methods next. This can tell you whether the research was qualitative (looking at text – descriptive data such as survey responses or interviews) or quantitative (looking at numbers – such as statistics and percentages). • Read about the analysis and results next, so that you get a clear picture of the findings. • Then, read the full article through to make sure you have understood the main ideas raised and the nature of the research. 	Whiteboard
10 minutes	<p>SOLO ACTIVITY: Identify the main points</p> <p>Using the article or chapter they chose in the lecture; students should review the reading and identify the key points the author is trying to get across.</p> <ul style="list-style-type: none"> • What are the key ideas? • What is the main argument or finding of the research? • Is the author’s argument or finding convincing? Why or why not? • What questions remain outstanding? What other research could be done based on what has been found here? 	Writing materials
10 minutes	<p>CLASS DISCUSSION: Share your findings</p> <p>Ask some of the students to briefly share what they have found. Particularly, try to focus on the main findings and the outstanding questions that remain. What new research could that indicate?</p>	Whiteboard
30 minutes	<p>SOLO ACTIVITY: Create a flowchart outline</p> <p>Ask students to imagine they are writing an article that follows on from the paper they have read. They should choose one of their outstanding questions or ideas for new research, and create a flowchart indicating what they might cover in their own paper.</p> <ul style="list-style-type: none"> • What sections would the paper contain? 	Writing/drawing materials

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	<ul style="list-style-type: none"> • What order would these be in? • What would the main ideas be? • How might the argument flow and the main ideas connect? • What would be a good method for finding out what they want to know? • Would theirs be qualitative or quantitative research? 	
10 minutes	<p>INDEPENDENT WORK: Glossary and Learning Journal</p> <ul style="list-style-type: none"> • Students complete glossary independently • Group discussion of glossary • Students independently refine and finalise glossary • Students complete learning journal <ol style="list-style-type: none"> 1. <i>What was one thing I learnt in this topic this week?</i> 2. <i>Why was it important?</i> 3. <i>What do I want to know now?</i> 	Whiteboard and markers Student glossaries learning journals Writing materials
5 minutes	<p>CONCLUSION</p> <ul style="list-style-type: none"> • Revisit key messages • Review learning checklist • Draw final conclusions 	

ARE REASONABLE ADJUSTMENTS REQUIRED?	Yes	No
IF YES, PROVIDE DETAILS:		
INSTRUCTOR POST-SESSION REFLECTION		
<p>Instructor reflection and notes: These notes and reflections provide an opportunity to reflect on what worked/didn't work, whether all material for the lesson was covered, and which students are struggling with the concepts taught. Reflective practice is an integral part of professional work at CCIHE.</p>		