

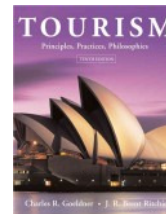
RPL/HSA 343: Tourism

Course Syllabus

Instructor	Lorie A. Tuma	Phone	989-506-3805 (Cell)
Office	Finch 115	E-mail	Tuma1la@cmich.edu
Office Hours	Mon 4:45-6:00 Wed 11:00-12:00, 2:00-3:15, 4:45-6:00	Class Times	Wednesday 6:00-8:50pm Finch 114

Text and Materials

Tourism: Principles, Practices, Philosophies, 11th Edition Charles R. Goeldner, J. R. Brent Ritchie, ISBN: 978-0-471-45038-2
Please see Blackboard™ & Blackboard Sync™ for Course Materials.



Course Description

An examination of where and why the hospitality services industry client travels at home and abroad and the economic impact of tourism expenditures.



Course Objectives

After completing this course, the student will be able to:

1. Understand the magnitude of world tourism in terms of the vast numbers of organizations which serve the needs of their diverse memberships.
2. Become familiar with tourism distribution system organizations and their functions.
3. Analyze the impact of technology, internet, and automation on the hospitality and tourism business.
4. Identify and critique the potential positive and negative economic, socio-cultural, and environmental impacts of tourism that can affect various kinds of destinations.
5. Articulate the current and future trends in tourism, e.g., Ecotourism, sustainable tourism, ethical issues.
6. Appreciate the inordinate social impact which travel experiences have on the individual, the family or group, and society as a whole, especially the host society.
7. Acquire knowledge of the leading career paths in hospitality and tourism.
8. Generate an awareness of tourism industry challenges, problems and proposed solutions.
9. Identify the importance of crisis marketing management to tourism destinations.
10. Discuss development of successful tourism products as a result of travel research.

Course Overview

The course consists of six sections: a Tourism Overview; the Organization of Tourism; Tourism Supply, Demand, Policy, Planning, and Development; Tourism Research and Marketing; and Tourism Prospects. Class time will include videos, class discussion, lecture, and application practice.

Course Evaluation

A	380	B	320	C	260	D	200
A-	360	B-	300	C-	240	D-	180
B+	340	C+	280	D+	220		

"I" (incomplete) is a temporary grade used by the instructor in cases when a student is unable to complete course requirements because of illness or other justifiable circumstances. It is assigned only in cases in

which the student has completed satisfactorily the major portion of the course requirements, and has convinced the instructor of his or her ability to complete the remaining work without re-registering for the course. It is not to be given to a student who is already doing failing work. Please refer to the CMU Bulletin for more information on incomplete grades.

Description of Assessments

- | | | |
|----|---|-------------------|
| 1. | Two (2) exams | 100 points |
| 2. | Chapter Presentation (See Rubric) | 60 points |
| 3. | Research Project (See Rubric) | 70 points |
| 4. | Observation Journal Entries (See Rubric) | 100 points |
| 5. | Classroom Participation (Activities) | 70 points |

Late Assignments: 10% for each day late. Assignments must be handed in by the end of the class period. ***If you miss class the day an assignment is given, it is your responsibility to get the assignment.***

The Amazing Race



The Amazing Race

Students will compete as teams in a race by traveling to and within multiple destinations using a variety of transportation modes. The clues in each leg of the journey point the teams to the next destination or direct them to perform a task, either together or by a single member. Each task showcases a specific geographic region or tourist destination spotlighting its indigenous culture and customs.



This syllabus serves as an outline that will guide students through the course objectives. In certain circumstances, local, national, or world events related to the objectives may serve the student better and enhance the learning experience. For these reasons, the instructor reserves the right make changes as appropriate.

Guidelines for RPL Computer Labs

The Recreation, Parks, and Leisure Services Administration Department's computer lab is only intended for students who are taking RPL, RLA, or LDR classes. All work conducted in the lab must be directly related to coursework (no personal activities, i.e. email, games, etc.). Please familiarize yourself with procedures on printing front and back to save resources. If printers break, please ask for assistance from a representative in Finch 213.

Guest Speakers

Your instructor has very specific expectations regarding student interaction and hospitality extended toward guest speakers. Under **NO** circumstances will a student multi-task (write notes, work on projects, schedule in calendars, text-message, etc.) during a guest speaker visit. In the event a student fails to respect this policy or displays behavior that is disrespectful in any form, the student will be asked to leave

the classroom and the absence will be remarked. During a guest speaker's visit, all materials should be put away and stored in book bags. All desks should be completely clear - free from books, notebooks, calendars, etc. All speakers are to be 1) treated with the utmost respect; 2) supported by audience by participating in discussion and asking questions; and 3) thanked by demonstration of shaking of hands after their perspective visit. No exceptions. **None!**

Code of Student Rights, Responsibilities and Disciplinary Procedures

The classroom is a special environment in which students and faculty come together to promote learning and growth. It is essential to this learning environment that respect for the rights of others seeking to learn, respect for the professionalism of the instructor, and the general goals of academic freedom are maintained. Differences of viewpoint or concerns should be expressed in terms which are supportive of the learning process, creating an environment in which students and faculty may learn to reason with clarity and compassion, to share of themselves without losing their identities, and to develop an understanding of the community in which they live. Student conduct which disrupts the learning process shall not be tolerated and may lead to disciplinary action and/or removal from class. For further information, please refer to the *Code of Student Rights, Responsibilities and Disciplinary Procedures*. <http://www.cmich.edu/policies-procedures/default.htm>

Accessibility and Disability Information

"CMU provides students with disabilities reasonable accommodation to participate in educational programs, activities, or services. Students with disabilities requiring accommodation to participate in class activities or meet course requirements should first register with the office of Student Disability Services (120 Park Library; telephone: 989-774-3018; Telecommunications Device for the Deaf: 989-774-2568), and then contact me as soon as possible."

Regarding Technology

Your instructor is extremely proactive and supportive of technology specific to the internet and online social networking (Facebook, MySpace, etc.). As a result, you are highly encouraged to add her as a Friend on Facebook and by doing so you will be able to obtain information regarding assignments, class cancellations, and rubrics via Blackboard that is synced with Facebook. Please note: This is completely optional, but also highly recommended. With regard to technology usage during class time – **ALL** cell phones will remain on silent or vibration. As a student in this classroom, the general expectation is to be respectful and refrain from text-messaging during class.

Emergency Notification

The emergency notification system allows CMU to reach thousands of students, faculty, and staff very quickly. In the event of an emergency or crisis, CMU administration will send notification using the information you provide on this page. You are highly encouraged to update your contact information. More information about this system can be obtained by visiting CMU's "[Emergency Preparedness](#)" page.

Activity Ledger

Activity 1: World Tourism Organization	January 21, 2009
Activity 2: American Airlines Customer Feedback	January 28, 2009
Activity 3: YOU! The Travel Agent!	February 4, 2009
Activity 4: Dark Tourism	March 11, 2009
Activity 5: United Nations Environment Program	March 18, 2009
Activity 6: President Obama on Travel-Related Issues	March 25, 2009
Activity 7: Dream Job	April 29, 2009

Chapter Presentations

Team 1	January 21, 2009
Team 2	January 28, 2009
Team 3	February 4, 2009
Team 4	March 11, 2009
Team 5	March 18, 2009
Team 6:	March 25, 2009
Team 7:	April 1, 2009
Team 8:	April 29, 2009

Observation Journal Entries

Entry 1 <i>Understand the magnitude of world tourism in terms of the vast numbers of organizations which serve the needs of their diverse memberships.</i>	January 21, 2009
Entry 2 <i>Become familiar with tourism distribution system organizations and their functions</i>	January 28, 2009
Entry 3 <i>Analyze the impact of technology, internet, and automation on the hospitality and tourism business.</i>	February 4, 2009
Entry 4 <i>Appreciate the inordinate social impact which travel experiences have on the individual, the family or group, and society as a whole, especially the host society.</i>	March 11, 2009
Entry 5 <i>Articulate the current and future trends in tourism, e.g., Ecotourism, sustainable tourism, ethical issues.</i>	March 18, 2009
Entry 6: <i>Generate an awareness of the current challenges and develop skills for identifying industry problems and proposing solutions.</i>	March 25, 2009
Entry 7: <i>Discuss development of successful tourism products as a result of travel research.</i>	April 1, 2009
Entry 8: <i>Identify and critique the potential positive and negative economic, socio-cultural, and environmental impacts of tourism that can affect various kinds of destinations.</i>	April 15, 2009
Entry 9: <i>Identify the importance of crisis marketing management to tourism destinations.</i>	April 22, 2009
Entry 10: <i>Acquire knowledge of the leading career paths in hospitality and tourism.</i>	April 29, 2009

343 Course Outline

WEEK	OBJECTIVE	DATE
1	<p>Course Overview, Review of Syllabus, Introductions</p> <p>Pre-read prior to first day of class:</p> <p>1. Tourism in Perspective</p> <ul style="list-style-type: none"> • What Is Tourism? • Components of Tourism and Tourism Management • Basic Approaches to the Study of Tourism • Economic Importance • Benefits and Costs of Tourism <p>2. Tourism through the Ages</p> <ul style="list-style-type: none"> • Early Beginnings • Early (and Later) Tourist Attractions • Early Economic References • The First Travel Agents • Historic Transportation • Accommodations • Chronologies of Travel <p><i>Form teams of 4-5 students. Choose a country from this list:</i> http://en.wikipedia.org/wiki/List_of_countries</p>	January 14
2	<p>Bring Laptop to class.</p> <p>Pre-read prior to class:</p> <p>3. World, National, Regional, and Other Organizations</p> <ul style="list-style-type: none"> • International Organizations • Developmental Organizations (International and National) • Regional International Organizations • National Organizations • Regional Organizations • State and Community Organizations <p><i>Chapter Presentation Team 1</i> <i>Lecture Topic: "Locked Up Abroad"</i> <i>Activity 1: World Tourism Organization</i> <i>Entry 1: Observation Journal</i></p>	January 21
3	<p>Pre-read prior to class:</p> <p>4. Passenger Travel</p> <ul style="list-style-type: none"> • The Airline Industry • The Rail Industry • The Motor coach Industry 	January 28

	<ul style="list-style-type: none"> • The Automobile • The Cruise Industry • Other Modes of Transportation <p><i>Chapter Presentation Team 2</i> <i>Lecture Topic: The Airline Industry</i> <i>Video: American Airlines "A Day in the Life"</i> <i>Activity 2: American Airlines Customer Feedback</i> <i>Entry 2: Observation Journal</i></p>	
4	<p>Bring Laptop to class.</p> <p>Pre-read prior to class:</p> <p>6. Hospitality and Related Services</p> <ul style="list-style-type: none"> • The Lodging Industry • The Food Service Industry • Meeting Planners <p>7. Organizations in the Distribution Process</p> <ul style="list-style-type: none"> • Travel Agents • The Internet • Consolidators • The Tour Wholesaler • Specialty Channelers • Choosing Channels <p>8. Attractions, Entertainment, Recreation, and Other</p> <ul style="list-style-type: none"> • Attractions • Gaming • Recreation • Entertainment • Festivals and Events • Shopping • Education • Publishing • Marketing and Publicity Organizations • Miscellaneous Services <p><i>Chapter Presentation Team 3</i> <i>Lecture: Hospitality & Tourism Technology</i> <i>Activity 3: YOU! The Travel Agent!</i> <i>Entry 3: Observation Journal</i></p>	February 4
5	<p><i>Research Project Due (President Obama on Travel-Related Issues)</i> <i>Exam Review</i></p>	February 11
6	No Class	February 18
7	Midterm Exam	February 25

<p style="text-align: center;">8</p>	<p>Bring Laptop to class.</p> <p>Pre-read prior to class:</p> <p>9. Motivation for Pleasure Travel</p> <ul style="list-style-type: none"> • A Focus on Customers • The Need for a Theory • The Development of Motivation Models <p>10. Cultural and International Tourism for Life's Enrichment</p> <ul style="list-style-type: none"> • Importance • Life-Seeing Tourism • The Romance of Pleasure Travel • Developmental and Promotional Measures • Anthropography (Geography of Humankind) • Types of Destinations as Travel Experiences • Other Tourist Appeals • Tourism and Peace <p>11. Sociology of Tourism</p> <ul style="list-style-type: none"> • Effects on the Individual • Effects on the Family • Effects on Society • Life Characteristics and Travel • Emergence of Group Travel Patterns • Social (Subsidized) Tourism • Summary of the Principal Social Effects of Tourism • The International Tourist • Barriers to Travel <p><i>Chapter Presentation Team 4</i> <i>Lecture: Open Doors Organization</i> <i>Activity 4: Dark Tourism</i> <i>Entry 4: Observation Journal</i></p>	<p style="text-align: center;">March 11</p>
<p style="text-align: center;">9</p>	<p>Bring Laptop to class.</p> <p>Pre-read prior to class:</p> <p>17. Tourism and the Environment</p> <ul style="list-style-type: none"> • Does Tourism Threaten the Environment? The WTTC Position • Sustainable Development • Ecotourism: Common Terms Used • Current Tourism Industry Practices <p><i>Chapter Presentation Team 5</i> <i>Lecture: Ecotourism Development</i> <i>Activity 5: United Nations Environment Program</i> <i>Entry 5: Observation Journal</i></p>	<p style="text-align: center;">March 18</p>
<p style="text-align: center;">10</p>	<p>Bring Laptop to class.</p>	<p style="text-align: center;">March 25</p>

	<p>Pre-read prior to class:</p> <p>15. Tourism Policy: Structure, Content, and Process</p> <ul style="list-style-type: none"> • Tourism Policy: A Definition • The Focus of Tourism Policy: The Competitive/Sustainable Destination • The Major Parameters of Tourism Destination Management • Tourism Policy: Structure, Content, and Process • The Process of Tourism Policy Formulation • Translating Policy into Reality • Formulating Policy to Deal with Crises <p>Pre-read prior to class:</p> <p>16. Tourism Planning, Development, and Social Considerations</p> <ul style="list-style-type: none"> • Planning for a Competitive/Sustainable Destination • The Nature of Tourism Planning • Relating Tourism Planning to Tourism Policy • Why Tourism Planning Is Necessary • The Planning Process • Goals of Tourism Development • Political Aspects of Tourism Development • Development of Tourist Potential <p><i>Chapter Presentation Team 6</i> <i>Lecture: Tourism Planning and Security</i> <i>Activity 6: It's Your Plan!</i> <i>Entry 6: Observation Journal</i></p>	
<p>11</p>	<p>Pre-read prior to class:</p> <p>18. Travel and Tourism Research</p> <ul style="list-style-type: none"> • Illustrative Uses of Travel Research • The Travel Research Process • Sources of Information • Basic Research Methods • Who Does Travel Research? • The State of the Art • Travel and Tourism Research Association <p>19. Tourism Marketing</p> <ul style="list-style-type: none"> • Marketing Concept • The Marketing Mix • Market Segmentation • Marketing Planning: The Tourism Marketing Plan • Joint Marketing Efforts <p><i>Chapter Presentation Team 7</i> <i>Lecture: Tourism Market Research and Technological Application</i> <i>Guest Speaker: Dave Lorenz of Travel Michigan (tentative)</i> <i>Entry 7: Observation Journal</i></p>	<p>April 1</p>

12	<p><i>Lecture:</i> <i>Movie Review: Tsunami (Part 1)</i> <i>Case: 2004 Tsunami</i></p>	April 8
13	<p><i>Lecture:</i> <i>Movie Review: Tsunami (Part 2)</i> <i>Case: 2004 Tsunami</i> <i>Entry 8: Observation Journal</i></p>	April 15
14	<p><i>Lecture: Crisis Management Marketing</i> <i>Movie: 20/20 The Final Hours of Natalee Holloway</i> <i>Case: Natalee Holloway</i> <i>Entry 9: Observation Journal</i></p>	April 22
15	<p>Bring Laptop to class.</p> <p>Pre-read prior to class: 20. Tourism's Future</p> <ul style="list-style-type: none"> • Tourism in the Third Millennium • The World of Tourism in 2020 • The Nature of Future Growth • Leisure, Tourism, and Society in the Third Millennium • New Realities—New Horizons: Forces Impacting the Future of Tourism • The Tourist of the Future • The Changing Nature of Tourism Products • Managing the Future Effectively <p>1. Career Opportunities in Tourism</p> <ul style="list-style-type: none"> • Job Forecasts • Job Requirements • Career Possibilities • Career Paths in Tourism • Internships • Other Sources of Career Information <p><i>Chapter Presentation Team 8</i> <i>Lecture: A Career in Tourism</i> <i>Activity 8: Dream Job!</i> <i>Entry 10: Observation Journal</i> <i>Exam Review</i></p>	April 29
	The Amazing Race	TBD
16	Final Exam	May 6

CHAPTER PRESENTATION RUBRIC

	Criteria				Points
Organization	Audience cannot understand presentation because there is no sequence of information.	Audience has difficulty following presentation because student jumps around.	Student presents information in logical sequence which audience can follow.	Student presents information in logical, interesting sequence which audience can follow.	10
Subject Knowledge	Student does not have grasp of information; student cannot answer questions about subject.	Student is uncomfortable with information and is able to answer only rudimentary questions.	Student is at ease with expected answers to all questions, but fails to elaborate.	Student demonstrates full knowledge (more than required) by answering all class questions with explanations and elaboration.	10
Graphics	Student uses superfluous graphics or no graphics	Student occasionally uses graphics that rarely support text and presentation.	Student's graphics relate to text and presentation.	Student's graphics explain and reinforce screen text and presentation.	10
Mechanics	Student's presentation has four or more spelling errors and/or grammatical errors.	Presentation has three misspellings and/or grammatical errors.	Presentation has no more than two misspellings and/or grammatical errors.	Presentation has no misspellings or grammatical errors.	10
Eye Contact	Student reads all of report with no eye contact.	Student occasionally uses eye contact, but still reads most of report.	Student maintains eye contact most of the time but frequently returns to notes.	Student maintains eye contact with audience, seldom returning to notes.	10
Diction	Student mumbles, incorrectly pronounces terms, and speaks too quietly for students in the back of class to hear.	Student's voice is low. Student incorrectly pronounces terms. Audience members have difficulty hearing presentation.	Student's voice is clear. Student pronounces most words correctly. Most audience members can hear presentation.	Student uses a clear voice and correct, precise pronunciation of terms so that all audience members can hear presentation.	10
Total Points					60

RESEARCH PROJECT RUBRIC

	Criteria				Points
Purpose and Focus	Establishes and maintains clear focus; evidence of distinctive voice and/or appropriate tone	Focused on a purpose; evidence voice and/or suitable tone	An attempt to establish and maintain purpose and communicate with the audience	Limited awareness of audience and/or purpose	10
Development of Ideas	Depth and complexity of ideas supported by rich, engaging and/or pertinent details; evidence analysis, reflection and insight	Depth of idea development supported by elaborated, relevant details	Unelaborated idea development; unelaborated and/or repetitious details	Minimal idea development, limited and/or unrelated details	10
References	Use of references indicate substantial research	Use of references indicate ample research	Some references	Few references	10
Organization	Careful and/or suitable organization	Logical organization	Lapses in focus and/or coherence	Random or weak organization	10
Sentence Structure	Variety of sentence structure and length	Controlled and varied sentence structure	Simplistic and/or awkward sentence structure	Incorrect or lack of topic and/or ineffective wording and/or sentence structure	10
Language	Precise and/or rich language	Acceptable, effective language	Simplistic and/or imprecise language	Incorrect and/or ineffective wording and/or sentence structure	10
Grammar and Formatting	Control of surface features	Few errors in grammar or format relative to length and complexity	Some errors in grammar and/or format that do not interfere with communication	Errors in grammar and format (e.g., spelling, punctuation, capitalization, headings)	10
Total Points					70

JOURNAL ASSESSMENT RUBRIC

	Criteria			Points
Notes & Activities	<p>Incomplete or missing notes</p> <p>Not all activities are recorded</p>	<p>Notes taken directly from the board</p> <p>Some new terms are defined</p> <p>Most activities are included, but some Notes taken directly sections are missing</p>	<p>All notes including background and introductory information</p> <p>New terms are defined</p> <p>All activities are recorded, including procedures, data and conclusions</p>	50
Processing of Information as a learner	<p>Little or no processing of information and activities</p> <p>No connection to past learning, few or no connections to other experiences or ideas</p> <p>Few or no operational definitions</p> <p>Little or no indication of curiosity, no questions posed</p> <p>No outside resources included</p>	<p>Some processing of information and activities</p> <p>Some connections to a few of the activities, relating prior learning and everyday life</p> <p>Some operational definitions</p> <p>Some curiosity indicated by a few questions</p> <p>Includes additional outside resources, no reflections on that information</p>	<p>In-depth processing of all information and activities, "making sense"</p> <p>Strong connections made to all the activities, relating prior learning and everyday life</p> <p>Many operational definitions are given</p> <p>Curiosity is demonstrated through posing questions</p> <p>Includes additional outside resources and reflections on that information</p>	50
Total Points				100