1. COURSE STAFF

Lecturer/coordinator: Dr Tracey Firth
Consultation Time: Tuesday 10-12
Location: John Goodsell Bldg, Room 307
Contact Ph: 93853242
Email: t.firth@unsw.edu.au

Other Academic Staff:

Emma Wong
John Goodsell Building
Room: 311
Phone: 93853384
Email: po.wong@student.unsw.edu.au

1.1 Communication with Staff
For contact outside class and consultation times please phone or email the lecturer to make an appointment at another time.

2. INFORMATION ABOUT THE COURSE

2.1 Teaching times and Locations
Updated information about class times and locations can be found on the School of Marketing website:

www.marketing.unsw.edu.au/TIMETABLE/S1UG.pdf

The lecture/workshop will be at the following time and location. There are no tutorials for this subject.

Friday 10-12 in CLB 5

2.2 Units of Credit
GENC6003 is a 3 credit point subject.

2.3 Relationship of this course to other course offerings
Tourism the Global Future, forms part of the General Education program.

2.4 Approach to learning and teaching
A mix of teaching strategies will be employed aimed at developing the skills and knowledge associated with the objectives of the course. The delivery is student centred with readings and other preparation for class each week.

3. COURSE AIMS AND OUTCOMES

3.1 Course Aims
The main aim of this course is to introduce students to tourism and to discuss in detail the fundamental concepts and ideas that distinguish the study of tourism from other disciplines. The key aims of the course are:

1. To establish a core knowledge base of tourism concepts and principles.
2. To understand the various perspectives for defining tourism and tourists
3. To describe the fundamental structure of the tourism system
4. To identify the key elements and structure of the tourism industry and its economic importance on a global scale
5. To understand the tourism product and the role of attractions in the whole tourism system
6. To understand tourist motivations and key tourist markets
7. To identify the key socio-cultural, environmental and economic impacts of tourism and a more sustainable approach to tourism development
8. To identify factors in the external environment impacting on the growth and development of tourism

3.2 Student Learning Outcomes
By the end of this course, you should be able to:
- Demonstrate enhanced skills in information literacy, in critical analysis and in written communication;
- Demonstrate a firm foundation of knowledge in tourism, which enables application and problem solving; and
- To apply conceptual frameworks and theories to identify and analyse a range of tourism issues.

3.3 Teaching Strategies
This course will be conducted as a 2-hour lecture. Lectures are generally interactive with students encouraged to contribute to the discussion by sharing their personal experiences and by commenting on any concept of interest or concern. The course outline and each week’s lecture notes will be available online from week 2 onwards, through http://vista.elearning.unsw.edu.au. Students are advised to prepare for each topic by completing the readings and tasks listed for each week and to participate fully in informed discussion during class. Each week’s lecture topic and the relevant chapters to read from the textbook are listed on the course structure outline on page 11 of this document.

4. STUDENT RESPONSIBILITIES AND CONDUCT

4.1 Workload
It is expected that you will spend at least seven hours per week studying this course. This time should be made up of reading, research, working on exercises and problems, and attending classes. In periods where you need to complete assignments or prepare for examinations, the workload may be greater.

Over-commitment has been a cause of failure for many students. You should take the required workload into account when planning how to balance study with employment and other activities.

4.2 Attendance
Your regular and punctual attendance at workshops is expected in this course. University regulations indicate that if students attend less than eighty per cent of scheduled classes they may be refused final assessment.
4.3 General Conduct and Behaviour
You are expected to conduct yourself with consideration and respect for the needs of your fellow students and teaching staff. Conduct which unduly disrupts or interferes with a class, such as ringing or talking on mobile phones, is not acceptable and students may be asked to leave the class. More information on student conduct is available at: www.my.unsw.edu.au

4.4 Keeping informed
You should take note of all announcements made in lectures, workshops or on the course web site. From time to time, the University will send important announcements to your university e-mail address without providing you with a paper copy. You will be deemed to have received this information. It is your responsibility to download the lecture notes from WebCT prior to coming to class each week. If you have any difficulty accessing WebCT please contact the lecturer immediately.

5. LEARNING ASSESSMENT

5.1 Formal Requirements
Insert the formal requirements to pass the course – an example below:

‘In order to pass this course, you must:

- achieve a composite mark of at least 50;
- make a satisfactory attempt at all assessment tasks (see below); and

5.2 Assessment Details

<table>
<thead>
<tr>
<th>Assessment component</th>
<th>Weighting</th>
<th>Due date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mid term test</td>
<td>25%</td>
<td>Week 8</td>
</tr>
<tr>
<td>Field trip report</td>
<td>35%</td>
<td>Week 10</td>
</tr>
<tr>
<td>Final exam</td>
<td>40%</td>
<td>in exam period</td>
</tr>
</tbody>
</table>

- **Midterm test – 25% (To be held in class in Week 8)**

This assessment will involve a 90 minute test to be held during class time in Week 8. The test will be based on the first 7 weeks of lectures, comprising short answer questions. Study for the test should be based on the relevant chapters from the text, Power point slides and the lecture notes made during class time in the first 7 weeks of class.

- **Rocks Field Trip Report – 35% (Due in class Friday Week 10)**

**Underlying principle of the Assignment**
Central to tourism is tourist behaviour and experience: why people travel, what their needs are, and how they respond to the experiences they encounter during the journey. These experiences are mostly created by commercial enterprises. Yet we must understand the tourist before we can start to think about tourism marketing. Observation of tourists and exposure to tourism activities helps us better appreciate what tourism is all about.
Learning method
This exercise is designed as a student-centred activity. You can submit the work as an individual or pair work assignment. Undertake the activities listed below and submit a 2000 word written report in class in Week 10.

Objectives of the trip
- To experience and consider certain aspects of tourism and tourism businesses
- To gain an appreciation of how organisations view their product, customers, & their marketing activities
- To talk to tourists and learn from them
- To consider certain impacts - economic, social, and physical - of tourism

Learning outcomes
By the end of this activity, you should:
- better understand the inter-relatedness of organisations in the tourism industry
- appreciate the motivations and expectations of tourists
- understand how some businesses view their customers

Why the Rocks?
- The Rocks is one of Australia's leading attractions: 60% of all international visitors to Sydney visit the Rocks (exceeded only by the Opera House (80%) and Darling Harbour (70%)).
- The Rocks precinct contains an enormous variety of tourism related businesses, organisations and activities.

Field Trip Activities
- Undertake the following activities. They should take no longer than 3 hours.
- Prepare a 2000 word written report and submit in class in Week 10. You are free to decide the structure of the report yourself but it should clearly address all of the questions.
- You should read and consider all the questions before commencing your research. All questions must be answered.

1. As you walk around The Rocks precinct, make a list of as many different types of businesses as possible that earn significant revenue from tourists. (Hint: Listing every type of retail shop is a waste of time; listing different types of transportation is not.) Classify the businesses as simply as possible.

2. Speak to three different businesses for which tourists are a main part of their business. (Look for interesting organisations, not just gift or coffee shops.) Introduce yourselves as hospitality/tourism students of the University of NSW doing research into tourism marketing. Find out the following information:
   - The category of tourists that use/visit their establishment (domestic/international, from what countries?)
   - What tourists want to experience/enjoy about their product or service
• What kind of sales & marketing activities they undertake (advertising, market research, promotion to the travel trade [e.g., travel agents, tour operators, wholesalers, inbound operators])
• % of their overall business is derived from tourists

3. Interview three separate tourists (pick couples). Introduce yourself in the similar way to Activity Two. Find out the following information:
   • Where are they from?
   • Why they chose Sydney (if domestic tourist) or why Australia and why Sydney (if international visitor)?
   • Did they arrange their own trip, did they buy a package tour or how did they get here?
   • What were their expectations before coming to Sydney/Australia?
   • Were their expectations met?
   • Have they enjoyed their time in Sydney/ Australia?
   • Have they had any disappointments?

4. Why do you think tourists visit this area? What do they want? Do you think their needs are being satisfied? Why?

5. The Rocks area was redeveloped in the late 1970s. Prior to then it was an unattractive commercial/industrial area with little character or appeal. What kind of environment do you think the planners have tried to create? In your opinion, to what extent have they been successful?

6. List positive and negative examples of how tourism has impacted on the Rocks area in the following ways: economic, physical, and social.

7. What have you learned from the Field Trip?

   • Final exam – 40% (To be held in the formal exam period)

This will involve a 2-hour closed book exam. The exam will be based on all lectures including Power point slides, relevant chapters from the set text and notes taken in class. The format of the exam will be short answer questions, and an essay. More information about the exam format will be given in class closer to the end of semester.

5.3 Assignment Submission Procedure
Assignments are to be handed in during class on the due date.

5.4 Late Submission
Late submission of assignments will attract a penalty of 10% per day. If an extension is required due to extenuating circumstances the lecturer should be notified by email or in writing well before the due date. Similarly if you are experiencing problems with your group members for any reason you must approach the lecturer early in the assignment process. Any complaints or excuses made on the due date of submission will fall on deaf ears.
5.5 Special Consideration and Supplementary examinations

UNSW policy and process for Special Consideration applies (see: https://my.unsw.edu.au/student/atoz/SpecialConsideration.html). Specifically:

- Applications for special consideration (including supplementary examinations) must go through UNSW Central administration (within 3 working days of the assessment to which it refers) – applications will not be accepted by teaching staff;
- Applying for special consideration does not automatically mean that you will be granted additional assessment or that you will be awarded an amended result;
- If you are making an application for special consideration (through UNSW Central Administration) please notify your Lecturer in Charge;
- Please note: a register of applications for Special Consideration is maintained. History of previous applications for Special Consideration is taken into account when considering each case.

5.6 Assignment Format

See the individual marking criteria and presentation guidelines for each assignment.

6. ACADEMIC HONESTY AND PLAGIARISM

The University regards plagiarism as a form of academic misconduct, and has very strict rules regarding plagiarism. For full information regarding policies, penalties and information to help you avoid plagiarism see: http://www.lc.unsw.edu.au/plagiarism/index.html

Plagiarism is the presentation of the thoughts or work of another as one’s own.* Examples include:
- direct duplication of the thoughts or work of another, including by copying work, or knowingly permitting it to be copied. This includes copying material, ideas or concepts from a book, article, report or other written document (whether published or unpublished), composition, artwork, design, drawing, circuitry, computer program or software, web site, Internet, other electronic resource, or another person’s assignment without appropriate acknowledgement;
- paraphrasing another person’s work with very minor changes keeping the meaning, form and/or progression of ideas of the original;
- piecing together sections of the work of others into a new whole;
- presenting an assessment item as independent work when it has been produced in whole or part in collusion with other people, for example, another student or a tutor; and,
- claiming credit for a proportion a work contributed to a group assessment item that is greater than that actually contributed.†

Submitting an assessment item that has already been submitted for academic credit elsewhere may also be considered plagiarism.

The inclusion of the thoughts or work of another with attribution appropriate to the academic discipline does not amount to plagiarism.

Students are reminded of their Rights and Responsibilities in respect of plagiarism, as set out in the University Undergraduate and Postgraduate Handbooks, and are encouraged to seek advice from academic staff whenever necessary to ensure they avoid plagiarism in all its forms.
The Learning Centre website is the central University online resource for staff and student information on plagiarism and academic honesty. It can be located at:

www.lc.unsw.edu.au/plagiarism

The Learning Centre also provides substantial educational written materials, workshops, and tutorials to aid students, for example, in:

- correct referencing practices;
- paraphrasing, summarising, essay writing, and time management;
- appropriate use of, and attribution for, a range of materials including text, images, formulae and concepts.

Individual assistance is available on request from The Learning Centre.

Students are also reminded that careful time management is an important part of study and one of the identified causes of plagiarism is poor time management. Students should allow sufficient time for research, drafting, and the proper referencing of sources in preparing all assessment items.

* Based on that proposed to the University of Newcastle by the St James Ethics Centre. Used with kind permission from the University of Newcastle
† Adapted with kind permission from the University of Melbourne.
7. STUDENT RESOURCES

7.1 Course Resources

- Prescribed text:

- Additional readings/materials:
  Assignment instructions, course announcements and any additional material that becomes important throughout the semester will be posted on WebCTVista.

7.2 Other Resources, Support and Information

The University and the Faculty provide a wide range of support services for students, including:

- **Learning and study support**
  - FCE Education Development Unit (http://education.fce.unsw.edu.au)
  - UNSW Learning Centre (http://www.lc.unsw.edu.au)
  - EdTec – WebCT information (http://www.edtec.unsw.edu.au)

- **Counselling support** - http://www.counselling.unsw.edu.au

- **Library training and support services** - http://info.library.unsw.edu.au

- **Disability Support Services** – Those students who have a disability that requires some adjustment in their teaching or learning environment are encouraged to discuss their study needs with the Course Coordinator or the Equity Officer (http://www.equity.unsw.edu.au/disabil.html). Early notification is essential to enable any necessary adjustments to be made.

In addition, it is important that all students are familiar with University policies and procedures in relation to such issues as:

- **Examination procedures** and advice concerning illness or misadventure - https://my.unsw.edu.au/student/academiclife/assessment/examinations/examinationrules.html


8. CONTINUAL COURSE IMPROVEMENT

Each year feedback is sought from students and other stakeholders about the courses offered in the School and continual improvements are made based on this feedback. UNSW's Course and Teaching Evaluation and Improvement (CATEI) Process (http://www.ltu.unsw.edu.au/ref4-5-1_catei_process.cfm) is one of the ways in which student evaluative feedback is gathered. Significant changes to courses and programs within the School are communicated to subsequent cohorts of students.
9. COURSE SCHEDULE

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Lecture Topic</th>
<th>Chapter</th>
<th>Lecturer</th>
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<tbody>
<tr>
<td>1</td>
<td>July 28</td>
<td>Welcome to the Course Introduction to tourism</td>
<td>1</td>
<td>Dr Tracey Firth</td>
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<tr>
<td>2</td>
<td>Aug 4</td>
<td>A systems approach to studying tourism</td>
<td>TBA</td>
<td>Dr Tracey Firth</td>
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<tr>
<td>3</td>
<td>Aug 11</td>
<td>Understanding tourism demand</td>
<td>13</td>
<td>Emma Wong</td>
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<tr>
<td>4</td>
<td>Aug 18</td>
<td>Tourism Supply &amp; Destination Competitiveness</td>
<td>7</td>
<td>Emma Wong</td>
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<td>5</td>
<td>Aug 25</td>
<td>Tourism Ethics</td>
<td>TBA</td>
<td>Emma Wong</td>
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<tr>
<td>6</td>
<td>Sept 1</td>
<td>Tourism Policy</td>
<td>5,6,11</td>
<td>Emma Wong</td>
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<td>7</td>
<td>Sept 8</td>
<td>Destination Marketing</td>
<td>TBA</td>
<td>Emma Wong</td>
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<tr>
<td>8</td>
<td>Sept 15</td>
<td>Mid term test</td>
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<td>Dr Tracey Firth</td>
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<tr>
<td>9</td>
<td>Sept 22</td>
<td>Economic Impacts of tourism</td>
<td>8</td>
<td>Dr Tracey Firth</td>
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<td></td>
<td>Sept 29</td>
<td><strong>Mid-session break</strong></td>
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<td>10</td>
<td>Oct 6</td>
<td>Sociocultural Impacts of Tourism</td>
<td>9</td>
<td>Dr Tracey Firth</td>
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<td>11</td>
<td>Oct 13</td>
<td>Environmental Impacts of Tourism</td>
<td>10</td>
<td>Dr Tracey Firth</td>
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<td>12</td>
<td>Oct 20</td>
<td>Sustainable Tourism</td>
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<td>Dr Tracey Firth</td>
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<tr>
<td>13</td>
<td>Oct 27</td>
<td>Future tourism trends &amp; issues</td>
<td>TBA</td>
<td>Dr Tracey Firth</td>
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<td>14</td>
<td>Nov 3</td>
<td>Revision</td>
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<td>Dr Tracey Firth</td>
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