Faculty of Commerce and Economics
School of Marketing

SERV1001
FUNDAMENTALS OF TOURISM

COURSE OUTLINE
SESSION 2, 2006
1. COURSE STAFF

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

Thursday 2-5pm in OMB 150

2.2 Units of Credit
SERV1001 is a 6 credit point subject.

2.3 Relationship of this course to other course offerings
Fundamentals of tourism (SERV1001), is the introductory tourism course in the BComm Services Marketing – Tourism & Hospitality degree.

2.4 Approach to learning and teaching
The travel and tourism industry is expanding in many countries around the world, making an understanding of the different elements of the industry and the system within which it operates increasingly important. As future managers working within travel, tourism and hospitality, it is essential that you have a comprehensive understanding of the fundamental principles of tourism and the characteristics that differentiate tourism from other industries and fields of study. The origins and evolution of contemporary tourism will be carefully examined and students will be familiarised with the various supply and demand components of the tourism industry through the examination of competing tourism models. This course uses a combination of lectures and participative workshop activities including class discussions and presentations to understand the concepts and theories related to travel and tourism.

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 fields. 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:
1. Demonstrate an understanding of the key concepts and principles of tourism.
2. Describe the key elements of the whole tourism system and how the elements are interrelated.
3. Identify the individual sectors that make up the tourism industry and the key issues from the internal and external operating environment facing each sector
4. Develop problem solving competencies in the area of tourism management through the use of case studies and workshop activities.
5. Demonstrate an understanding of the principles of sustainable tourism development and the role of key tourism stakeholders in the achievement of ST goals
6. More confidently present your work in both oral and written format.

3.3 Teaching Strategies
This course will be conducted as a 3-hour workshop. The first 90 minutes will involve a lecture where the lecturer will introduce the key concepts and principles of tourism management. The second half of the workshop will be involve a set group of students running the workshop based on a set activity or discussion question or case study to provide relevance via real world examples of key concepts and models. It is hoped that the discussion stimulated in the second part of the workshop will allow students to share their everyday experiences and draw on the experience of their peers and the lecturer in order to apply the relevant theory to practice. The lecture topics will closely relate to the relevant chapters in the set text. The workshop activity will be used to solve problems through a series of case studies and discussion activities. It is your responsibility to have read the relevant chapter for each week’s lecture topic. You should also come to the workshop prepared to discuss each week’s case study or set task. The relevant chapters and workshop activities are listed on the course structure outline on page 10 of this document.
4. STUDENT RESPONSIBILITIES AND CONDUCT

4.1 Workload
It is expected that you will spend at least **ten 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](http://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
- achieve at least 50% of allocated marks in the final exam.
5.2 Assessment Details

<table>
<thead>
<tr>
<th>Assessment component</th>
<th>Weighting</th>
<th>Due date</th>
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</thead>
<tbody>
<tr>
<td>Mid term test</td>
<td>15%</td>
<td>Week 6</td>
</tr>
<tr>
<td>Workshop facilitation (Group)</td>
<td>20%</td>
<td>date TBA</td>
</tr>
<tr>
<td>Essay</td>
<td>30%</td>
<td>Week 10</td>
</tr>
<tr>
<td>Final exam</td>
<td>35%</td>
<td>in exam period</td>
</tr>
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</table>

- **Midterm test – 15% (To be held in class in Week 6)**
  This assessment relates to student learning outcomes 1, 2 and 3. It will involve a 90 minute test based on the first 5 weeks of lectures, comprising multiple choice and short answer questions, to be held during your scheduled workshop, in Week 6. 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 5 weeks of class.

- **Workshop facilitation – 20% (Date TBA)** (Each group will be advised of their workshop in Week 1)
  This assessment relates to student learning outcomes 1, 4, and 6. It is to be done in groups of 5. In week one, the class will be divided into groups and each group will be allocated one week in the semester to facilitate the 1-hour workshop component. In this role the facilitating group will run the second half of the workshop focusing on generating class discussion around the issues relating to the case study or activity in question for their week. The main aim of the facilitating group is to address the topic in sufficient depth and be creative in the way they get the rest of the class to participate in the workshop. This may involve using a debate, or setting another task to stimulate class discussion around the key issues and questions for that week. There are no rules on the approach you take to running the workshop. However it is essential that the rest of the class are actively involved in the workshop and that the questions and issues related to the topic for that week answered and addressed in sufficient depth and detail by the end of class time. The workshop topics and related questions are highlighted in the lecture schedule.

  See Appendix 1 for the marking criteria for this assignment.

- **Essay – 30% (Due Week 10, Friday Oct 6)**
  This assignment relates to student learning outcomes 1, 5 and 6. You are required to write a 3000 word essay on the following topic:

  *In what ways should the behaviour of stakeholders in tourism be modified to move the industry towards a more sustainable future? Discuss.*

  An essay structure should be adopted including an introduction, body and conclusion. Headings can be used in the body of the essay to help to guide the reader through the discussion. At least 10 academic references should be cited in the essay.

  See Appendix 2 for the marking criteria for this assignment
Final exam – 35% (To be held in the formal exam period)

This assessment relates to student learning outcomes 1, 4 and 6. It will involve a 3-hour closed book exam. The exam will be based on the lectures from week 6 onwards 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, an essay and a case study. More information about the exam format will be given in class closer to the end of semester. Students will need to achieve a mark of 50% or better in the final exam in order to pass the course.

5.3 Assignment Submission Procedure

Assignments are to be handed in to Assignment Box # 1, on Level 3, John Goodsell building by 5pm on the due date, unless otherwise stated.

5.4 Late Submission

Assignments are to be handed in by 5pm on the due date. 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 appendix relating to the 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 WebCT

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
  o FCE Education Development Unit (http://education.fce.unsw.edu.au )
  o UNSW Learning Centre (http://www.lc.unsw.edu.au )
  o 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.
<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Lecture Topic</th>
<th>Chapter</th>
<th>Workshop Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>July 27</td>
<td>Introduction to tourism</td>
<td>1</td>
<td>None</td>
</tr>
<tr>
<td>2</td>
<td>Aug 3</td>
<td>A systems approach to studying tourism</td>
<td>2</td>
<td>Address Q1, 2, 4, 5 (p20 text)</td>
</tr>
<tr>
<td>3</td>
<td>Aug 10</td>
<td>Understanding tourism demand</td>
<td>6</td>
<td>Using examples, evaluate the usefulness of Leiper’s whole tourism system model for studying tourism. Are there other tourism models that are more appropriate? Why?</td>
</tr>
<tr>
<td>4</td>
<td>Aug 17</td>
<td>The tourism industry</td>
<td>5</td>
<td>1. Discuss the reasons why demand for international tourism has grown since 1945. 2. What factors will influence the future growth of international tourism?</td>
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<td>5</td>
<td>Aug 24</td>
<td>Economic impacts of tourism</td>
<td>8</td>
<td>Despite the differing attributes of the individual tourism sectors, there are common characteristics, trends and issues that are evident across the board. What are these? Discuss.</td>
</tr>
<tr>
<td>6</td>
<td>Aug 31</td>
<td>Socio-cultural impacts of tourism</td>
<td>9</td>
<td>Mid term test</td>
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<tr>
<td>7</td>
<td>Sept 7</td>
<td>Environmental impacts of tourism</td>
<td>9</td>
<td>Tourism as an agent of poverty alleviation</td>
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<tr>
<td>8</td>
<td>Sept 14</td>
<td>Sustainable Tourism</td>
<td>11</td>
<td>Case study: Environmental Impacts of tourism in alpine Australia, Q1, p303 text. 2. Describe the likely effects of climate change on alpine regions of the world and the associated tourism industry. 3. How should the tourism industry respond to these changes?</td>
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<tr>
<td>9</td>
<td>Sept 21</td>
<td>The role of government in tourism policy &amp; planning</td>
<td>TBA</td>
<td>Case study: The effect of climate change on Australia’s Great Barrier reef. Answer the 3 discussion questions</td>
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<tr>
<td>9</td>
<td>Sept 28</td>
<td>Mid-session break</td>
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<td>10</td>
<td>Oct 5</td>
<td>Crisis management</td>
<td>TBA</td>
<td>1. Compare the role of government in tourism in Australia versus the USA. 2. What are the principle features of tourism in the USA that</td>
</tr>
<tr>
<td>Date</td>
<td>Topic</td>
<td>Notes</td>
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<tr>
<td>11 Oct 12</td>
<td>Understanding tourist attractions</td>
<td>5 Case Study: Destination recovery: the Bali Bombings Answer Q1-3</td>
<td></td>
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<tr>
<td>12 Oct 19</td>
<td>ICT and tourism</td>
<td>1. Using an example of a tourist attraction in Australia evaluate the usefulness of Gunn’s Concentric rings model for the managers of the attraction. 2. Based on this theory, how could the attraction in question be improved? Which model is more useful out of Leiper model of a tourist attraction system or Gunn’s?</td>
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<tr>
<td>13 Oct 26</td>
<td>Future tourism trends &amp; issues</td>
<td>TBA 1. What are the key factors that influence the adoption of ICTs in the tourism industry? 2. Identify two innovative online players for each sector of the tourism industry and explain what makes them innovative? 3. What are the main opportunities and challenges of technology for SMEs in tourism? 4. Can ICT-related competitive advantages be sustainable? And what are the main conditions for achieving this?</td>
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<td>14 Nov 2</td>
<td>Revision</td>
<td>1. Critically review the contention that, in the developed world, tourists will begin to switch from air to surface transport in the future. 2. Critically assess the market for space tourism in the next 20 years</td>
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Appendix 1: Workshop Facilitation Marking Criteria (20%)

1. Key Issues effectively addressed using tourism
   Principles, concepts, and theories........................................15

2. Class involvement..............................................................15
   - Creative methods used to encourage class involvement
   - Successfully generated class discussion of key issues

3. Presentation.................................................................10
   - Well organised and presented workshop
   - Appropriate and effective use of visual aids
   - Convincing and interesting
   - Good time management – a good balance between facilitator
     Presentation and class participation, equal time dedicated to all of
     the important issues in the case.

   MARK: /40

WORKSHOP TOPIC:__________________________________________________

TEAM MEMBERS_____________________________________________________


## APPENDIX 2 – ESSAY MARKING SHEET

<table>
<thead>
<tr>
<th>Content</th>
<th>HD 85-100</th>
<th>D 75-84</th>
<th>CR 65-74</th>
<th>P 50-64</th>
<th>F &lt;50</th>
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</thead>
<tbody>
<tr>
<td>Key issues covered in sufficient depth</td>
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<td>Not all issues were covered/discussion too superficial</td>
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<tr>
<td>Relevant tourism concepts &amp; theories cited to support ideas</td>
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<tr>
<td>No relevant tourism theory cited</td>
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<td>Theory well supported with examples</td>
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<tr>
<td>No examples used to support theory</td>
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<tr>
<td>Assignment follows correct essay structure</td>
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<td>Essay lacks appropriate structure</td>
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<td>Adherence to the word limit</td>
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<td>Assignment too brief / or not concise in its wording</td>
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<td>Correct grammar</td>
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<td>Poor grammar</td>
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<td>Correct referencing</td>
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<tr>
<td>A lack of referencing / incorrect referencing style</td>
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Other comments:____________________________________________________________
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Mark__________/30