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</tbody>
</table>
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.

Wednesday 2-5pm in Law Theatre G23

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 involve a set group activity 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 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. The class will be divided into two groups and each group will attend the second half of the workshop (the tutorial) in alternate weeks. You will attend a total of 6 tutorials throughout the semester. 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

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 WebCTVista prior to coming to class each week. If you have any difficulty accessing WebCTVista 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; and
- make a satisfactory attempt at all assessment tasks (see below).
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>15%</td>
<td>Week 6</td>
</tr>
<tr>
<td>Workshop participation</td>
<td>10%</td>
<td>ongoing</td>
</tr>
<tr>
<td>Essay</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 – 15% (To be held in class in Week 6)**
  This assessment relates to student learning outcomes 1, 2 and 3. It will involve a 60 minute test based on the first 5 weeks of lectures, comprising 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 participation – 15% (ongoing)**
  This assessment relates to learning outcomes 1, 4, and 6. The class will be divided into 2 groups. Each group will be required to attend the second half of the workshop (tutorial) every second week. In that class students will be asked to come to class prepared to discuss and participate in the relevant activity outlined in the tutorial schedule for the nominated week. The lecturer will mark tutorial participate according to how prepared students come to class and the contribution they make to each of the 6 tutorials. Students will NOT earn workshop participation marks for attendance alone.

- **Essay – 30% (Due Week 10, Friday )**
  This assignment relates to student learning outcomes 1, 5 and 6. You are required to write a 3000 word essay on the following topic:
  "The principles of sustainable tourism are realistic in theory but are not achievable in practice" 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 1 for the marking criteria for this assignment)

- **Final exam – 40% (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**
  - FCE Education Development Unit [http://education.fce.unsw.edu.au](http://education.fce.unsw.edu.au)
  - UNSW Learning Centre [http://www.lc.unsw.edu.au](http://www.lc.unsw.edu.au)
  - EdTec – WebCT information [http://www.edtec.unsw.edu.au](http://www.edtec.unsw.edu.au)

- **Counselling support** - [http://www.counselling.unsw.edu.au](http://www.counselling.unsw.edu.au)

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

### Fundamentals of Tourism Lecture/workshop Program

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Lecture Topic</th>
<th>Chapter</th>
<th>Tutorial schedule</th>
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<tr>
<td>1</td>
<td>July 25</td>
<td>Introduction to tourism</td>
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<td>2</td>
<td>Aug 1</td>
<td>A systems approach to studying tourism</td>
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<td>Group 1 - Tutorial 1</td>
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<td>3</td>
<td>Aug 8</td>
<td>Understanding tourism demand</td>
<td>4, 5</td>
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<tr>
<td>4</td>
<td>Aug 15</td>
<td>The tourism industry</td>
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<td>5</td>
<td>Aug 22</td>
<td>Economic impacts of tourism</td>
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<td>6</td>
<td>Aug 29</td>
<td>Socio-cultural impacts of tourism</td>
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<td>9</td>
<td>Sept 19</td>
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<td>Sept 26</td>
<td><strong>Mid-session break</strong></td>
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<td>Oct 3</td>
<td>Special interest tourism</td>
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<td>11</td>
<td>Oct 10</td>
<td>Information Communication Technology and tourism</td>
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<td>Future tourism trends &amp; issues</td>
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<td>Oct 31</td>
<td>Revision</td>
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### TUTORIAL SCHEDULE

**Tutorial 1: A systems approach to studying tourism**

Before class, read the case study on the web by Felicity Picken “Trading in experiences: new theory, old practices, familiarity and contempt” (located at the companion website for Hall’s textbook: [www.pearsoned.com.au/hall](http://www.pearsoned.com.au/hall)) and answer the following questions:

1. What is the experience economy?
2. What are the design guidelines for staging experiences and becoming part of the experience economy, proposed by Pine and Gilmore?
3. Using the guidelines provided by Pine and Gilmore, give an example of a tourism or hospitality business (other than the examples provided in the article) that successfully meets these guidelines and demonstrate how it meets each of the criteria in order to be categorised as operating within the experience economy.

Tutorial 2: Understanding tourism demand
Before class, read the case study on the web by Neil Carr “Partying, getting drunk, laid, and high: Gender and University Students’ Holiday behaviour” (located at the companion website for Hall’s textbook: www.pearsoned.com.au/hall) and answer the following questions:

1. What type of market segmentation technique can be identified in Carr’s study?
2. According to Carr’s study, what differences exist in the holiday behaviour of university students based on gender?
3. Are the findings of Carr’s study useful for tourism industry operators? Why?
4. Why should tourism marketers be cautious about segmenting the university student market based on gender alone?
5. What other variables are likely to be relevant when segmenting the youth student traveller market?

Tutorial 3: The tourism industry
Before class address the following questions:
1. Discuss the reasons why demand for international tourism has grown since 1945.
2. What factors will influence the future growth of international tourism?

In class activity:
In groups of 5 you will be allocated one of the following travel & tourism sectors. Consider the main issues facing that sector of the Australian tourism industry.
- Accommodation
- Attractions
- Transport
- Restaurants
- Travel agencies

Tutorial 4: The role of government in tourism
Before class, read the case study on the web by Jo Fountain “Tourism Planning and Development in Remote regions: The Case of Mauds Landing, Coral Coast region, Western Australia” (located at the companion website for Hall’s textbook: www.pearsoned.com.au/hall) and answer the following questions:

1. What type of tourism is important to the Coral Coast region? Why?
2. Why was there significant opposition to the proposed Mauds Landing tourism development?
3. What were some reasons why people supported the Mauds Landing Tourism development proposal?
4. How realistic is the ‘community approach’ to tourism planning and development?

**Tutorial 5: Special interest tourism**

Before class, read the case study on the web by J.H Collins “Fly-in-fly-out bushcamps: At Mount Borradaile and Faraway Bay” (located at the companion website for Hall’s textbook: www.pearsoned.com.au/hall) and answer the following questions:

1. What are the main roles of the Commonwealth and State governments in tourism?
2. What type of tourism experience is provided at Mount Borradaile and Faraway Bay?
3. Does well does each of these destinations fit within the Special Interest Tourism criteria? Why?
4. What type of tourists visit these destinations?
5. What type of experience are they seeking?
6. Do visitors fit into the typology of a special interest tourist?

**Tutorial 6: Tourism futures**

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 virtual tourism in the next 20 years.
## APPENDIX 1 – ESSAY MARKING SHEET 30%

<table>
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<tr>
<th>Content</th>
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<th>CR 65-74</th>
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<td>Relevant tourism concepts &amp; theories cited to support ideas</td>
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Other comments

Mark__________/30