Faculty of Commerce and Economics
School of Marketing

SERV2001
Destination Marketing

COURSE OUTLINE
SESSION 1 2006
Dear Students,

Welcome to your studies in SERV2001 Destination Marketing. I hope that you will enjoy the course, which this year includes fundamentals of tourism, and am confident you will build a firm foundation of tourism knowledge for further tourism studies in the SERV degree program. My hope is that you will enjoy the participatory approach in class and happily meet the various challenges you will experience along the way. Over time – I anticipate and indeed encourage students’ increased contribution. We are together embarking on a great learning journey!

To maximise your benefit from the course experience, it is essential that you understand the course requirements, content, teaching methods, assessment tasks, texts, readings and general expectations. It is a good idea also to read the course outline carefully before the first session. It is designed to equip you with as much information as possible from the start of your course, so that you will know what to expect and also what UNSW expects of you to fulfil course requirements satisfactorily. If you have any questions, please feel free to contact me.

I look forward to our journey into the fundamentals of tourism and destination marketing.

Nina Mistilis
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1. COURSE STAFF

Course coordinator
Dr Nina Mistilis
John Goodsell Building Room 243
Phone 9385 2639 Email n.mistilis@unsw.edu.au
Consultation: Thursday 1530-1730 hours
Other times by appointment

Other academic staff
Professor Larry Dwyer
John Goodsell Building
Room 233
Phone: 93852636
Email: l.dwyer@unsw.edu.au
Consultation: by appointment

Dr Roger March
John Goodsell Building
Room 309
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Email: r.march@unsw.edu.au
Consultation: by appointment

Coordinator:
Dr Nina Mistilis is a senior lecturer in the tourism and hospitality management unit, School of Marketing. She began her tourism academic career in early 1996 and in 2001 she took up her current position at the University of New South Wales. Prior to that she worked in a major global banking corporation for five years until 1993, then as manager policy at the Tourism Task Force and as a consultant. She is a foundation board member and vice president of the Australasian chapter of the International Federation of Information Technology and Tourism (IFITT). She has a Bachelor of Arts with honours in politics from Macquarie University and a Doctorate of Philosophy in Political Science from the Institute of Advanced Studies, Australian National University. She now publishes in tourism (earlier in politics) and her current tourism research interests are information and communication technology, policy and planning, including knowledge management for tourism crises and disasters; urban transport and the MICE (meetings, incentives, conventions and exhibitions) industry. She returned last year after undertaking the Special Studies Program for six months in the United States at the George Washington University and the University of Hawaii.

Other academic staff
Professor Larry Dwyer is the Qantas Professor of Travel and Tourism Economics at the University of New South Wales. He publishes widely in the areas of tourism economics and tourism management with over 100 publications in international journals, government reports, chapters in books and monographs. Two articles, co-authored with Peter Forsyth, have been selected for inclusion in the International Library of Critical Writings in Economics. His present research interest involves computable general equilibrium modelling of domestic and inbound tourism. He maintains strong links with tourism at international, national, state and local levels. He has worked with the World Tourism Organisation in tourism strategy development in India, and the National Centre for Development Studies in researching the economic impacts of tourism in the Pacific. He has also served as contracted consultant to the Commonwealth Department of Tourism advising on the economic impacts of government policies on tourism. A recent research consultancy for the federal government involved development of a framework for measuring destination competitiveness. He has recently provided expert advice to the
Tourism TaskForce in its submission to the federal government’s Ten Year Plan for tourism. Larry is an invited academic member of the London based World Travel and Tourism Corporation Tax Force Panel, an executive committee member of the USA based Business Enterprises for Sustainable Development (BEST) and a member of the Steering Committee, CRC for Sustainable Tourism Sub-program 3.3 (Tourism Economics and Policy). He is on the Editorial Board of five international tourism journals.

Dr Roger March is a senior lecturer in, and head of the tourism and hospitality management unit, School of Marketing. He has been teaching tourism, marketing and Japanese business related subjects at UNSW since 1990. Before that he lived and worked in Japan for twelve years; he speaks and reads Japanese fluently. He completed a Masters of Commerce (Honours) degree in tourism marketing in 1995 and was awarded his PhD degree in 2003. Roger has done extensive consulting work on the Asian & Japanese tourism markets; utilizing his Japan background, he also runs negotiation and intercultural communication workshops for Australian and Japanese organizations. His tourism research clients include Qantas Airways, Australian Tourist Commission, Tourism New South Wales, Tourism Queensland and the Australian Tourism Export Council. He is presently engaged in five on-going research projects, ranging from the impact of the Olympics on inbound visitation, unethical practices in the inbound tourism industry, to the competitiveness of countries in the international travel market. Other research interests are cross-national tourism marketing, Asian/Japanese travel industry structures, and cross-cultural marketing issues.

1.1 Communication with Staff
Contact staff in addition to above – by email or phone

2. INFORMATION ABOUT THE COURSE
2.1 Teaching times and Locations
The course has a two-hour lecture and a one-hour tutorial each week; there is no tutorial in week one:
Lecture Thursday 1000-1200 HRS QUAD1027 (McCauley Theatre)
Tutorial1 Thursday 1400 hrs MAT104 Dr Mistilis
Tutorial2 Thursday 1500hrs MAT104 Dr Mistilis

2.2 Units of Credit
The UOC value for the course is six units of credit

2.3 Parallel teaching in the course
n/a

2.4 Relationship of this course to other course offerings
The course forms an integral part of the core program in tourism for the year two of the Bachelor of Commerce Services Marketing (Tourism, Hospitality). For this year it incorporates the foundation course SERV Fundamentals of Tourism with Destination Marketing.

2.5 Approach to learning and teaching
There is a mix of teaching strategies which together aim to develop skills (personal and academic) and knowledge associated with the objectives of the course. The delivery is student centred with readings and other preparation for class each week, lecture/presentations by academic and key industry visitors.

3. COURSE AIMS AND OUTCOMES

3.1 Course Aims
The course aims to survey theory and practice in tourism, an umbrella concept or term covering some specific industry sectors. The course introduces students to key concepts associated with
global tourism and the factors that shape it, including the recognised critical need for a sustainable tourism approach. The areas of study in the course include the tourism system, tourism markets and marketing, tourism impacts, tourism destination development and tourism prospects.

Tourism is an uncharted, growing industry sector, challenging to develop in the marketplace and is important on a global scale; it Although tourism is forecast to increase globally, especially in the Asia Pacific region, so too is competition, both amongst destinations and amongst businesses within a particular tourism sector. Therefore future tourism managers, leaders and decision-makers need a thorough knowledge of its complex nature and characteristics to underpin their competent management. More generally, they need to ensure that their destination and organization can continue to offer a competitive tourism product.

Tourism is a demanding academic discipline due to its recent development and consequent gaps in its literature. The course aims to contribute to the provision of suitably qualified tourism managers in Australia and internationally, by providing students with skills and foundation knowledge necessary for sound managerial decision-making in the context of the challenges in this exciting, rapidly expanding industry.

3.2 Student Learning Outcomes

Upon successful completion, the student should be able:

2.1 to demonstrate enhanced skills in information literacy, in critical analysis and in written and oral communication;

2.2 to demonstrate a firm foundation of knowledge in tourism, including basic concepts in destination marketing, which enables application and problem solving in these fields; and

2.3 to apply conceptual frameworks and theories to identify and analyse a range of tourism issues.

3.3 Teaching Strategies

Lectures are generally interactive with students encouraged to participate by sharing a tourism experience which highlights some important point, by commenting on any concept of interest or concern, or by querying any contention in an informed or logical manner. Expert industry and academic visitors also give lectures from time to time. The tutorials encourage more relaxed and applied analysis of the topic through set tasks and group work, thereby facilitating deep learning.

The course outline is available on the course website which is accessible through http://vista.elearning.unsw.edu.au or through the School of Marketing website. The lecture notes for week one will be handed out in the lecture; for all other weeks they will be placed on the UNSW Web by close of business (COB) each Tuesday. Additional reference material on the topics may be may be advised or handed out to students during the semester. Students should print the lecture notes out and bring them to the lecture. Students are advised to prepare for each topic by completing the readings and tasks listed for the week and to participate fully in informed discussion during class.

The teaching rationale is that students should take control of their academic and personal development. This in turn leads to increased confidence in their learning ability, critical analysis, information literacy and problem solving, now whilst at university. It also prepares students for tourism leadership and their future management roles in the tourism workforce.

4. STUDENT RESPONSIBILITIES AND CONDUCT

For information on your responsibilities regarding workload, general conduct and behaviour, and keeping informed, please refer to the School of Marketing’s website. http://www2.marketing.unsw.edu.au/nps/servlet/portalservice?GI_ID=System.LoggedOutInheritableArea&maxWnd=Current_Policies

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 lectures, the field trip and tutorials 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, tutorials 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.

**5. LEARNING ASSESSMENT**

**5.1 Formal Requirements**
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**
There are five assessments in total, detailed below:

<table>
<thead>
<tr>
<th>No.</th>
<th>Assessment</th>
<th>due</th>
<th>weight (%)</th>
<th>learning outcomes</th>
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<tbody>
<tr>
<td>1</td>
<td>Assessment one journal article</td>
<td>tutorial wk 3,5 choice 930hrs Thurs wk6</td>
<td>15</td>
<td>2.1</td>
</tr>
<tr>
<td>2</td>
<td>Assessment two midterm test</td>
<td>lecture wk7</td>
<td>20</td>
<td>2.1 - 2.2</td>
</tr>
<tr>
<td>3</td>
<td>Assessment three essay</td>
<td>COB Mon wk 11</td>
<td>30</td>
<td>2.1 - 2.3</td>
</tr>
<tr>
<td>4</td>
<td>Assessment four exam</td>
<td>exam period</td>
<td>25</td>
<td>2.1 - 2.3</td>
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<tr>
<td>5</td>
<td>Assessment five class participation</td>
<td>ongoing</td>
<td>10</td>
<td>2.2, 2.3</td>
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<td></td>
<td>TOTAL</td>
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<td>100</td>
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**1. Assessment one - Critical review of journal article - 15%**

**Topic:** Article review
**Length:** 800 words
**Date Due:** Wk 3, 5 – explain choice in tutorial 0930 hrs Thursday week 6
The student will write a critical review, approximately 1000 words in length, on one recent academic journal article (last three years) related to tourist information. The journal article must be attached to and submitted with the assignment. Note that non-academic articles will not be accepted or marked. The list of tourism journals below provides a starting point for finding an acceptable article. See the FCE EDU (education development unit) site for the resource ‘Writing a critical review’, for assistance in explaining the review process, initially by focusing on these questions. This is also loaded in course site under ‘Other stuff’ folder:

What is a critical review? What steps should you take in summarising an article? What is involved in commenting critically on an article? What criteria can be used for evaluating an article? What is the structure of a critical review? What makes a good critical review?


If students need more help with the assessment, other than that given in class, they should contact library or EDU staff.

The critique will consist of two parts:

a) concise outline of the essential argument, which the article is putting forward (200 words);
b) critical evaluation of the argument (600 words).

The critical evaluation will assess the contribution of the article to our knowledge of tourism and its relevance to the topic. Criteria of evaluation include:

- Summary of the purpose and main idea of the article that is, an analytical summary of main findings/arguments/conclusions of article
- Strengths/usefulness of article, including how (if at all) the article contributes to the literature in tourism management
- Weaknesses/limitations/problems of the article especially for your purposes
- Conclusion - summarise the previous discussion and make a final judgement on the value of the article; comment on the future of the issue/topic or implications of the view expressed.

The student will explain to the class in week two five or three how the article pertains to the tourism planning topic.

2. Assessment two – mid term test - 20%

<table>
<thead>
<tr>
<th>Topic:</th>
<th>All topics weeks 1-6; format:</th>
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<tr>
<td></td>
<td>Short answer – choose two questions out of three 10% (5 + 5)</td>
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<tr>
<td></td>
<td>Short essay style - choose one question out of two - 10%</td>
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Date: The test held in the lecture time week 7

The questions will test application of knowledge and critical analysis.

3. Assessment three tourism destination essay - 30%

<table>
<thead>
<tr>
<th>Topic:</th>
<th>sustainable tourism destinations</th>
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<tbody>
<tr>
<td>Length:</td>
<td>2000 words</td>
</tr>
<tr>
<td>Date Due:</td>
<td>essay due COB Monday week 11</td>
</tr>
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</table>

See appendix for essay writing guide and for marking criteria. As a guide to writing your essay, ensure that it includes at least seven recent (last six years) journal articles as references and a heading (five in total) for abstract, introduction, discussion, summary and conclusions:

- An abstract of about ten lines which summarizes the key points of your argument (not included in word count);
- An introduction outlining the importance of the topic and your argument;
a discussion section and
a summary of your argument and
main conclusions of your findings.

See the FCE EDU (education development unit) site for the resource ‘Writing an essay’, for assistance in explaining the review process, initially by focusing on these questions. This is also loaded in course site under ‘Other stuff’ folder:

What is an essay? How do essays differ from reports? What do you need to do to understand the question asked? What is the structure of an essay? How do you incorporate evidence from your sources in your essay? What are the steps in writing an assignment essay? What makes a good essay? Are exam essays different from assignment essays? Are there differences across cultures in regard to what constitutes a good essay?

If students need more help with the assessment, other than that given in class, they should contact library or EDU staff.

Answer one of the following essay question:
1. What is meant by the statement that tourism carries within itself the seeds of its own destruction? If true, what can be done to overcome this dilemma?
2. ‘The tyranny of distance has affected the development of tourism both to and within in Australia’ Critically analyze this statement.
3. 'Sustainable tourism is an important consideration in tourism development". Critically analyze this statement.
4. Why is inbound tourism so important to Australia even though it represents only about 20% of tourist expenditure?

5. Assessment five - examination - 25%  UNSW exam period – three hours
All topics of week 8-14; the format is both case study and essay questions and will examine application of knowledge and critical analysis.

6. Assessment six - class participation – 10%
Participation is through informed discussion and critical analysis; it is ongoing in all classes. Students must bring to the tutorial each week summary notes of readings and at least one point of interest to share with the class from each reading. These notes may include a point which is difficult to understand, or with which the student has some comment. Students will be expected to draw on them for class discussion. From time to time the tutor may collect these notes which are one indicator of participation.
Students will form groups of about four persons and work within them for the tutorial each week. Students are encouraged to draw on personal tourism experience to illustrate, apply, explore and discuss a point, developing the ability to locate it within some theoretical framework.

5.3 Assignment Submission Procedure
The drop box is on level three of the Goodsell Building, at the entrance hallway to the School of Marketing.

5.4 Late Submission
Information about late submission of assignments, including penalties, is available on the School of Marketing’s website
Due times and dates for submission of assignments are strict and failing to meet the deadline – even by a few minutes – will be penalized. Any special consideration for delayed submission due to illness or misadventure, must be flagged to the course coordinator before the due date. In all such circumstances the student must see the Faculty counsellor and due process initiated.

5.5 Special Consideration and Supplementary examinations
Details relating to procedures for special consideration and supplementary exams can be found at:

http://www2.marketing.unsw.edu.au/nps/servlet/portalservice?GI_ID=System.LoggedOutInheritableArea&maxWnd=Current_SpecialConsideration

NOTE: You only have 3 days from the due date of the assessment/exam in which to lodge a special consideration form.

5.6 Assignment Format
Assignments should be typed with wide margins and single line spacing, 11 or 12’ font and include a title page with course name, student name and id and assignment title as well as headings as appropriate. The disclaimer form must be signed and included (Appendix).

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

Texts (available for purchase in the UNSW bookshop)

Study Kit contents:

These readings below are accessible online but are not in study kit, due to copyright:
themes ➔ industry ➔ tourism

http://www.abs.gov.au/Websitedbs/c311215.nsf/22b99697d1e47ad8ca2568e30008e1bc/2ca1bbf5a5d82db8ca2567220072eb3?OpenDocument


Videos

Newspapers and magazines:
The Age
Asian Wall Street Journal
The Australian
Australian Financial Review
The Bulletin
Business Review Weekly
The Economist
Far Eastern Economic Review
Sydney Morning Herald
Time magazine

Other reference material held in library
Mak, James. (2003) Tourism and the economy. Honolulu, HI : University of Hawai'i Press,
SREF338.479105/23

**Recommended Internet sites**

World Tourism Organisation (WTO) nb Australia is a member
http://www.world-tourism.org/

World Travel and Tourism Council (WTTC)
http://www.wtcc.org

Australian Office of National Tourism

Pacific Asia Travel Association (PATA) nb – UNSW is a member
http://www.pata.org

Australian Bureau of Statistics

Australian Tourist Commission
http://www.atc.net.au

Travel and Tourism Intelligence
http://www.t-ti.com/index.htm

**Tourism related journals (* journals held in the UNSW library)*

*Annals of Tourism Research S338.479105/3
*Australian Journal of Hospitality Management S657.9494005/1
*Bureau of Tourism Research Publications SQ647.9494005/2
*Cornell hotel and restaurant administration quarterly SQ647.9405/5
*Hospitality research journal: the professional journal of the Council on Hotel, Restaurant, and Institutional Education S647.9405/4
*Hospitality & tourism educator / Council on Hotel, Restaurant & Institutional Education SQ647.9405/7
*International Journal of Tourism Research Information Technology & Tourism SEJ647.9405/3
*International journal of hospitality management
7.2 Other Resources, Support and Information

Information about other services available for students. This can be detailed either on a School website and referred to in the course outline or provided as in the example below.

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](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

<table>
<thead>
<tr>
<th>Week Beg.</th>
<th>Week No.</th>
<th>Content</th>
<th>Readings</th>
<th>Lecturer</th>
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<tbody>
<tr>
<td>27-Feb</td>
<td>1</td>
<td>Welcome to the course and topic overview; Profile of students;</td>
<td>TEXT CH 1</td>
<td>DR MISTILIS</td>
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<td>class occupational health and safety</td>
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<td><em>nb no tutorial this week</em></td>
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<td><strong>TOPIC: INTRODUCTION</strong></td>
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<td>1. text chapter outline</td>
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<td>2. academic study of tourism</td>
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<td>3. what is tourism? definitions</td>
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<tr>
<td>6-Mar</td>
<td>2</td>
<td>Feedback - discussion of writing - journal assignment</td>
<td>TEXT CH 2</td>
<td>DR MISTILIS</td>
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<td><strong>TOPIC I: THE TOURISM SYSTEM</strong></td>
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<td>1. systems approach</td>
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<td>2. tourism models;</td>
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<td>3. tourism statistics</td>
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<td><strong>TUTORIAL</strong> – prepare 2 tasks:</td>
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<td>In your group present to class these prepared tasks; most innovative</td>
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<td>correct presentation awarded ‘best effort’. Prepare tasks:</td>
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<td></td>
<td>1. Prepare: Make (and sketch) an Australian daytrip itinerary</td>
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<td>including the generating region, transit region and destination region</td>
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<td>for a tourist on a business trip (ie using the format of the geographic</td>
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<td>model);</td>
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<td>2. Prepare: Make a non Australian itinerary for a couple on a weekend</td>
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<td>overnight break/holiday Use event based model and identify spending</td>
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<td>in three separate categories</td>
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<td>13-Mar</td>
<td>3</td>
<td>Library use</td>
<td>FCE EDU</td>
<td>JULIE NOLAN</td>
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<td>Tourism trip pattern structure</td>
<td>‘Writing a</td>
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<td><strong>TUTORIAL</strong></td>
<td>critical</td>
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<td><em>Present journal article choice-1</em></td>
<td>review’</td>
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<td>In your group:</td>
<td>Parolin</td>
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<td>Prepare tasks</td>
<td>(2001)</td>
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<td></td>
<td>1. Make a Southern Highland daytrip itinerary for a family from</td>
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<td>Sydney, Wollongong, Canberra</td>
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<td>2. Using a different trip categories suggested by</td>
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<td>Parolin (2001)</td>
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<td>WEEK BEG.</td>
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<td>20-Mar</td>
<td>4</td>
<td>FIELD TRIP TO THE SOUTHERN HIGHLANDS</td>
<td>Parolin (2001) Web material on Southern Highlands tourism</td>
<td>DR MISTILIS AND STUDENT MONITORS</td>
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<td>FULL DAY FIELD TRIP TBA – COST @$35 PER STUDENT</td>
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<td>Monday 20 March; this replaces lecture &amp; tutorial on Thursday 23 March</td>
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<td>Refer appendix E for details</td>
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<td>27-Mar</td>
<td>5</td>
<td>Feedback - fieldtrip;</td>
<td>TEXT CH 3</td>
<td>DR MISTILIS</td>
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<td>TOPIC EVOLUTION &amp; GROWTH OF TOURISM</td>
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<td>1. premodern, early modern &amp; contemporary tourism</td>
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<td>2. factors associated with increased demand</td>
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<td>3. Australian tourism participation</td>
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<td>4. future growth prospects</td>
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<td>TOPIC: DESTINATIONS</td>
<td>TEXT CH 4</td>
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<td>1. global distribution patterns</td>
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<td>2. regional distribution patterns</td>
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<td>3. internal distribution patterns</td>
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<td>Tourism TUTORIAL</td>
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<td>Feedback - present journal article choice-2</td>
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<td>China case study and questions, text pp89-90</td>
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<td>See also website: Tourism Australia ➔ research &amp; statistics ➔</td>
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<td>3-Apr</td>
<td>6</td>
<td>TOPIC: THE TOURISM PRODUCT</td>
<td>TEXT CH 5</td>
<td>DR MISTILIS INDUSTRY VISITOR</td>
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<td>1. Tourism attractions</td>
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<td>2. Tourism industry</td>
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<td>TUTORIAL In your group:</td>
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<td>Prepare tasks:</td>
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<td>Questions text Q7a,b;</td>
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<td>Kakadu text pp167-169</td>
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<td>10-Apr</td>
<td>7</td>
<td>MID TERM TEST</td>
<td>EDU</td>
<td>DR MISTILIS</td>
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<td>TUTORIAL</td>
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<td>Feedback discussion of writing - essay assignment; topic choice presentation</td>
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MID TERM BREAK
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<th>WEEK BEG.</th>
<th>WK NO.</th>
<th>CONTENT</th>
<th>READINGS</th>
<th>LECTURER</th>
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</table>
| 24-Apr   | 8      | TOPIC II: TOURISM MARKETS  
Market trends  
Destination selection  
Market segmentation  
TOPIC II: MARKETING  
1. services marketing  
2. managing supply & demand  
3. market failure  
4. strategic tourism marketing  
5. marketing mix  
TUTORIAL In your group:  
Prepare tasks:  
1. Questions text ch six, Q3; 10a,b  
2. Pure New Zealand text pp235-237 | TEXT CH 6, 7 | DR MISTILIS INDUSTRY VISITOR |
| May 1    | 9      | Feedback - discussion of topic choice - essay assignment  
TOPIC III: ECONOMIC, SOCIAL & ENVIRONMENTAL IMPACTS OF TOURISM:  
Costs and benefits  
TUTORIAL  
Leser (1997) case study Bali  
Each student group will:  
1. identify main economic, social & environmental impact issues  
2. ‘map’ main issues in diagram on large sheets paper (provided), showing links between issues  
3. after pooling these ideas, student groups will collectively suggest how to rectify some issues with negative impacts | TEXT CH 8, 9 Leser (1997) | PROF LARRY DWYER |
| 8-May    | 10     | TOPIC IV: DESTINATION DEVELOPMENT  
1. Destination lifecycle  
2. national tourism development effects of contagious diffusion  
TUTORIAL In your group:  
Prepare tasks:  
1. text ch ten, Q4; 5  
2. case study Byron Bay (Use dot points in a one page report for each question) | TEXT CH 10 Hayman Island | DR MISTILIS |
| 15-May   | 11     | TOPIC: DESTINATION MARKETING  
1. Managing supply and demand  
TUTORIAL In your group:  
Discussion of Lessons from Niagara viewing worksheet (appendix) | Video Keys to Successful Development Lesson from Tasmania | DR MISTILIS Industry visitor |
<table>
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<tr>
<th>WEEK BEG.</th>
<th>WK NO.</th>
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<th>READINGS</th>
<th>LECTURER</th>
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<tr>
<td>22-May</td>
<td>12</td>
<td>TOPIC: DESTINATION MARKETING</td>
<td>TBA</td>
<td>DR ROGER MARCH</td>
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<td></td>
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<td>2. Strategic approach to marketing of destinations</td>
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<td>29-May</td>
<td>13</td>
<td>Feedback – essay assignment</td>
<td>TBA</td>
<td>DR ROGER MARCH</td>
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<td>TOPIC: DESTINATION MARKETING</td>
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<td>3. Development of strategic and tactical campaigns</td>
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<td>4. Managing the destination image</td>
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<td>6-Jun</td>
<td>14</td>
<td>TOPIC V: TOURISM PROSPECTS: The future of tourism and sustainable tourism (ST) destinations</td>
<td>Dwyer (2003) TEXT CH11</td>
<td>DR MISTILIS</td>
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<td>Overview of course topics; exam discussion TUTORIAL In your group:</td>
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<td>What are some of the major challenges associated with ST destinations?</td>
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APPENDIX A

1. Assessment one - Critical review of journal article - 15%

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<thead>
<tr>
<th>Topic:</th>
<th>Article review</th>
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<tbody>
<tr>
<td>Length:</td>
<td>800 words</td>
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<tr>
<td>Date Due:</td>
<td>Wk 3, 5 – explain choice in tutorial</td>
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<td>0930 hrs Thursday week 6</td>
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The student will write a critical review, approximately 1000 words in length, on one recent academic journal article (last three years) related to tourist information. The journal article must be attached to and submitted with the assignment. Note that non-academic articles will not be accepted or marked. The list of tourism journals below provides a starting point for finding an acceptable article. See the FCE EDU (education development unit) site for the resource ‘Writing a critical review’, for assistance in explaining the review process, initially by focusing on these questions. This is also loaded in course site under ‘Other stuff’ folder:

What is a critical review? What steps should you take in summarising an article? What is involved in commenting critically on an article? What criteria can be used for evaluating an article? What is the structure of a critical review? What makes a good critical review?


If students need more help with the assessment, other than that given in class, they should contact library or EDU staff.

The critique will consist of two parts:

a) concise outline of the essential argument, which the article is putting forward (200 words);

b) critical evaluation of the argument (600 words).

The critical evaluation will assess the contribution of the article to our knowledge of tourism and its relevance to the topic. Criteria of evaluation include:

- Summary of the purpose and main idea of the article that is, an analytical summary of main findings/arguments/conclusions of article
- Strengths/usefulness of article, including how (if at all) the article contributes to the literature in tourism management
- Weaknesses/limitations/problems of the article especially for your purposes
- Conclusion - summarise the previous discussion and make a final judgement on the value of the article; comment on the future of the issue/topic or implications of the view expressed.

The student will explain to the class in week two or three how the article pertains to the tourism planning topic.

The student will explain to the class in week three how the article pertains to the tourism planning topic.

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<tr>
<th>Grading criteria: Section 1 below is each worth 3 marks; section 2 &amp; 3 are each worth six marks</th>
<th>comments</th>
<th>mark</th>
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<tr>
<td>3. Appropriate choice of article; written presentation style including proper sentence structure, grammar, spelling;</td>
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<td>4. Concise outline – demonstrated ability to identify and describe the essential argument in the article</td>
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<td>5. Critical evaluation – insight into the value of the article to body of knowledge of tourism</td>
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TOTAL

ASSESSOR: Nina Mistilis
APPENDIX B

ESSAY DEVELOPMENT – self guided tour

1. Which essay topic have you chosen (prepare for discussion in lecture week 8)

2. Describe in your own words what you think the essay question means (prepare for discussion in lecture week).

3. Identify the instruction words in your question. What is the question asking you to DO? For example, what does 'critically analyse this statement' mean?

4. Identify the key words in your question. Define what you think they mean or refer to for the purpose of this essay eg weakness area, types of effects, which parties (public and/or private sector organisations) It may help to make a mind map or brainstorm points.

5. What lecture topics/ issues in the course does this question refer to?

6. Do you have any first thoughts on how you will answer the question? What is your preliminary argument/position/plan of attack (subject to change after further research)?

7. Make a plan of action. What information are you looking for in your research for this essay? Where do you think you will find it?
APPENDIX C

2. Assessment three – tourism essay - 30%

See appendix for essay writing guide and for marking criteria. As a guide to writing your essay, ensure that it includes at least seven recent (last six years) journal articles as references and a heading (five in total) for abstract, introduction, discussion, summary and conclusions:
- an abstract of about ten lines which summarizes the key points of your argument (not included in word count);
- an introduction outlining the importance of the topic and your argument;
- a discussion section and
- a summary of your argument and
- main conclusions of your findings.

See the FCE EDU (education development unit) site for the resource ‘Writing an essay’, for assistance in explaining the review process, initially by focusing on these questions. This is also loaded in course site under ‘Other stuff’ folder:

What is an essay? How do essays differ from reports? What do you need to do to understand the question asked? What is the structure of an essay? How do you incorporate evidence from your sources in your essay? What are the steps in writing an assignment essay? What makes a good essay? Are exam essays different from assignment essays? Are there differences across cultures in regard to what constitutes a good essay?

If students need more help with the assessment, other than that given in class, they should contact library or EDU staff.

Answer one of the following essay question:
1. What is meant by the statement that tourism carries within itself the seeds of its own destruction? If true, what can be done to overcome this dilemma?
2. ‘The tyranny of distance has affected the development of tourism both to and within in Australia’ Critically analyze this statement.
3. ‘Sustainable tourism is an important consideration in tourism development’. Critically analyze this statement.
4. Why is inbound tourism so important to Australia even though it represents only about 20% of tourist expenditure?

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<th>Grading criteria: Each section below is worth six marks</th>
<th>comments</th>
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<tr>
<td>1. Presentation style (including proper sentence structure, grammar, spelling, sourcing &amp; format);</td>
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<td>2. Is there evidence of research ability, and that the student has read widely on the topic, references?</td>
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<td>3. Does the abstract report the main arguments satisfactorily?</td>
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<td>4. Is there a logical structure in which the argument has been developed in the discussion? Is there in depth analysis?</td>
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<td>5. Are the summary and conclusions insightful?</td>
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TOTAL

ASSESSOR: Nina Mistilis
APPENDIX D
SERV 2001-06 TOURISM DESTINATION MARKETING WEEK 4
THE SOUTHERN HIGHLANDS FIELDTRIP
TOPIC: TOURISM DESTINATION CASE STUDY – HOW TOURISM IS ORGANISED

Learning outcomes - Did you:
- better understand how tourism is organised and the inter-relatedness of organizations in a tourism destination
- appreciate how public and private sector organisations in the Southern Highlands destination collectively provide a competitive tourist experience within a framework of sustainable tourism

Activities:
1. Peruse & collect information at the Mittagong Tourist Centre – study topic B2C communication- marketing to visitors
   - What industry sectors are represented? Eg
   - What kind of trips, are promoted here for the destination? Eg
   - What experiences are promoted? Eg
   - Does the information material appear to meet the needs of tourists?
   - What is the image and positioning of the destination by the Centre?

2. With 2 other students, walk around the Berrima town precinct– study topic tourism and the tourist experience:
   - On a rough map of the Berrima tourist precinct note the number and type of different of tourism related businesses in at least four industry sectors.
Choose one business from two different industry sectors that earn significant revenue from tourists and describe each business briefly, including its industry sector.

Speak to each business manager, introducing yourselves as SERV students of the UNSW and find out the following:
- % of overall business derived from tourists
- the category of tourists that use/visit their establishment (eg domestic/international, day-trippers/overnight visitors) and market segment

What kind of environment do you think the tourism town planners have tried to create for tourist experience in Berrima? Do you think they are successful and why?

How does it relate to Mittagong Tourist Centre marketing for the destination, if at all?

3. Finally write an individual half page summary of what have you learned from the excursion about how tourism is organised in the Southern Highlands destination – to be presented in tutorial next week
APPENDIX E
ASSIGNMENT COVER SHEET

Student Number: ______________  Name: _______________________
Course:  SERV2001
Lecturer:  DR NINA MISTILIS
Tutorial: ______________________
Day: ___________Time: _______
Assignment: _____________________________________________________
_________________________________________________________________
Date due:  __________________
Date Submitted: ____________

I declare that this assessment item is my own work, except where acknowledged, and has not been submitted for academic credit elsewhere, and acknowledge that the assessor of this item may, for the purpose of assessing this item:

▪ Reproduce this assessment item and provide a copy to another member of the University; and/or

▪ Communicate a copy of this assessment item to a plagiarism checking service (which may then retain a copy of the assessment item on its database for the purpose of future plagiarism checking).

I certify that I have read and understood the University Rules in respect of Student Academic Misconduct.

Signed: …………………………………………………... Date: …../....../…….