

BMA104
Principles of Tourism

Semester 1, 2009

This unit will be offered in:

Location/s

Hobart & Launceston

The lecturing team responsible will be:

Professor Trevor Sofield (Lecturer-in-Charge)

Room: D106

Phone: 6324 3186

Email: Trevor.Sofield@utas.edu.au

<http://www.utas.edu.au/mgmt/student.htm>

WELCOME TO THE TOURISM PROGRAMME

You are at the start of a new journey, a journey that will take you into many different areas – conceptual, theoretical, socio-cultural, economic, geographical, and environmental among others! Right from the start you are going to be confronted with the challenge of trying to understand just what tourism is. It is not only an industry: it is much more: it is a complex of systems. These are economic, political, social, cultural, environmental - and different combinations of each of them.

All journeys involve uncertainty and this unit outline is designed to help you on your journey into the study of tourism - analogous to the maps, guidebooks and advice from fellow travellers which you would seek in planning a journey to another country.

Tourism studies are difficult to define because tourism is not as yet a discipline in the sense of the pure sciences, or economics or medicine. It must borrow its paradigms from many different areas. If we want to understand the business of tourism we may turn to economics, commerce, business management, accounting and marketing. If we want to understand the environmental impacts of tourism we look to biology to assist us. If we want to examine socio-cultural impacts and the role of host communities in tourism, then anthropology and sociology are necessary to provide some of the answers. Tourism policy formulation, planning and development involve governments, and so political science and public administration underlie essential elements in exploring tourism as a system. Geography and international politics open up the world of international tourism. If it is the behaviour of tourists, their motivation for the destinations they choose and the activities they pursue which are the focus of our attention, then behavioural psychology may be able to provide a framework for understanding. It is a rich, multi-disciplinary area for studies and because it is so new and there is so much yet to be discovered and understood, it is exciting!

You will have all been tourists at one time or another. This has both advantages and disadvantages. Advantages in that you may be able to apply your own experiences to achieve a better understanding of the principles, concepts and theories to which this unit will expose you. Disadvantages in that you constitute a “sample of one” and to generalise for all tourists and all tourism on this basis is methodologically flawed. Yet time and again students will try to assert that “x=y” on that basis! By all means draw upon your own experiences but ... it is ESSENTIAL that you turn to the academic literature to validate and substantiate your views.

As you enter this new field of university studies you are embarking on a voyage of learning and personal discovery, and potentially, at the end of the journey, a rewarding career.

Practical suggestions to start you thinking about tourism

Throughout this semester, it is strongly recommended that you begin a collection of anything related to tourism that you see in the newspaper, on television, hear on the radio, find on the internet, or read in magazines. In particular, take note of what angle the articles are coming from: are they from the visitor’s perspective? A planning angle? A developer’s agenda? Are they concerned with positive/negative effects and if so, which ones? Are they biased or fair representations? The list is endless...

By collecting clippings and other material you will be able to monitor the way in which tourism is portrayed and at the same time develop your critical thinking abilities. In addition to this, they will provide practical, real-life examples of tourism which you can incorporate into your research assignments and examinations.

Welcome to the study of tourism!

Introduction to the Unit

This foundation unit in tourism outlines the principles of tourism.

- Areas of study include:
 - The structure of tourism as systems
 - The multiplicity of industries within the tourism system
 - Government structures which support tourism
 - Host communities involved in and impacted on by tourism
- Unravelling and understanding the linkages between the many different components of the systems is the major task of this unit.
- The unit will introduce students to the global dimensions of tourism and help them to understand the scale of tourism throughout the world. Regional and global performances and development strategies are compared and contrasted.
- Students will be introduced to conceptual thinking about tourism, for example, who are tourists and why do they travel?

Enrolment in the unit

Unless there are exceptional circumstances, students should not enrol in BMA units after the end of week two of semester, as the School cannot guarantee:

- that any extra assistance will be provided by the teaching team in respect of work covered in the period before enrolment; and
- that penalties will not be applied for the late submission of any piece or pieces of assessment that were due during that period.

Learning Outcomes

On completion of this unit, you should be able to:

- Demonstrate an ability to debate and critique the basic theoretical concepts and principles of tourism.
- Display an understanding of tourism as a series of interlinking systems.
- Display an understanding of an overview of the contemporary situation with regard to travel and tourism in Tasmania and Australia as they relate to global tourism.
- Demonstrate enhanced communication skills, both written and personal.
- Display improved skills in critical thinking and analysis.
- Adopt problem-solving skills in relation to various aspects of tourism.
- Demonstrate an appreciation of the need for ongoing research in the developing field of tourism.

Generic Graduate Attributes

The University has defined a set of generic graduate attributes (GGAs) that can be expected of all graduates (see <http://www.utas.edu.au/tl/policies/index.htm>). By undertaking this unit you should make progress in attaining the following attributes:

Knowledge

- Students will be introduced to a wide range of tourism theories from a variety of disciplines involved in the study of tourism systems. They will be encouraged to apply these theories to a range of different circumstances.

Communication Skills

- Students will develop proficiency in written and oral communication, both of which are integral to working within the tourism industry and to achieving a tertiary qualification. Students will be encouraged to write clearly and concisely. Oral presentations, tutorial debates and open discussions will help students to gain confidence in voicing their opinions and ideas.

Problem Solving Skills

- Students will learn to balance differing views and to problem-solve expediently based on a firm knowledge of academic theory. The ability to think critically and to analyse problems will be enhanced.

Global Perspective

- Students will study tourism from both an international perspective and an Australian perspective. They will be given an overview of the contemporary situation with regard to travel and tourism both globally and domestically.

Social Responsibility

- Students will be encouraged to take an objective view of the benefits and costs of tourism. Students will develop an appreciation of the need for ongoing research in the developing field of tourism.

Prerequisites

None.

Texts

Prescribed Texts

Hall, C.M. 2007. *Introduction to tourism in Australia: Development, issues and change* (5th ed.). Frenchs Forest: Pearson Education Australia.

School Publications

Students must obtain the following electronic publications which are available from the School of Management website:

<http://www.utas.edu.au/mgmt/student.htm>

Writing Assignments: A Guide

School of Management Referencing Style

Recommended Reading

The publications listed below are highly recommended for further reading on the topics covered in the unit. The following are good introductory books on tourism. All of these will provide useful references throughout your Tourism course and may be viewed as an investment. The books in this section are available in the library.

Books

- Beech, J. & Chadwick, S. 2006. *The business of tourism management*. Harlow: Pearson Education.
- Cooper, C., Fletcher, J., Gilbert, D. & Wanhill, S. 2005. *Tourism: Principles and practice* (3rd ed.). Harlow: Pearson Education.
- Cooper, C. & Hall, C. M. 2007. *Contemporary tourism*. Oxford: Butterworth Heinemann.
- Goeldner, C.R., Ritchie, J.R. & McIntosh, R.W. 2000. *Tourism: Principles, practice and philosophies* (8th ed.). Brisbane: John Wiley and Sons.
- Leiper, N. 2004. *Tourism management* (3rd ed.). Frenchs Forest: Pearson Education Australia.
- Lockwood, A. & Medlik, S. 2003. *Tourism and hospitality in the 21st century*. Oxford: Butterworth Heinemann.
- Mill, R. & Morrison, A. 2002. *The tourism system: An introductory text* (4th ed.). Dubuque: Kendall/Hunt.
- Page, S., Brunt, P., Busby, G. & Connell, J. 2001. *Tourism: A modern synthesis*. London: Thomson Learning.
- Richardson, J & Fluker, M. 2004. *Understanding and managing tourism*. Frenchs Forest: Pearson.
- Weaver, D. & Lawton, L. 2006. *Tourism management* (3rd ed.). Queensland: John Wiley and Sons.

Useful References and Reading Material

- Beeton, S. 2006. *Community development through tourism*. Collingwood: Land Links.
- Bulltegens, J. 2007 *Striving for sustainability: Case studies in indigenous tourism*. Southern Cross University Press.
- Butler, R. & Hinch, T. 1996. *Tourism and indigenous peoples*. London: International Thomson Business Press.
- Butler, R. & Pearce, D. 1995. *Change in tourism: People, places, processes*. London: Routledge.
- Craig-Smith, S.J. & French, C. 1994. *Learning to live with tourism*. Melbourne: Pitmans.
- de Kadt, E. 1979. *Tourism—passport to development?* Oxford: Oxford University Press.
- Econstat. 1993. *Taking account of environment in tourism development*. Brussels: Office for Official Publications of the European Communities.
- Edgell, D. 1999. *Tourism policy the next millennium*. Champaign: Sagamore Publishing.
- Gartner, W.C. 1996. *Tourism development: Principles, processes and policies*. New York: John Wiley & Sons.
- Gunn, C. 2002. *Tourism planning* (3rd ed.). New York: Routledge.
- Johnson, P. & Thomas, B. (Eds.). 1992. *Perspectives on tourism policy*. London: Mansell.
- Laws, E. 1995. *Tourist destination management: Issues, analyses and policies*. London: Routledge.
- MacCannell, D. 1976. (2nd ed. 1999). *The tourist: A new theory of the leisure class*. London: Schocken Books.

- Murphy, P. 1985. *Tourism. A community approach*. London: Routledge.
- Page, S. 2007. *Tourism management: Managing for change*. Oxford: Elsevier Butterworth-Heinemann.
- Pearce, D. 1989. *Tourist development* (2nd ed.). Essex: Longman.
- Pearce, P.L., Morrison, A. & Routledge, J. 1998. *Tourism: Bridges across continents*. Sydney: McGraw-Hill.
- Richards, G, 2007. *Cultural tourism, global and local perspectives*. New York: Haworth Hospitality Press.
- Sofield, T. 2003. *Empowerment for sustainable tourism development*. New York: Pergamon.
- Smith, S. 1995. *Tourism analysis: A handbook* (2nd ed.). Harlow: Longman Scientific and Technical.
- Smith, V. 1995. *Hosts and guests: The anthropology of tourism* (2nd ed.). Pennsylvania: University of Pennsylvania Press.
- Smith, V. & Brent, M. (Eds.) 2001. *Hosts and guests re-visited: Tourism issues of the 21st century*. New York: Cognizant Communications Corp.
- Tribe, J. 1995. *The economics of recreation, leisure and tourism* (3rd ed.). Amsterdam: Elsevier.
- Urry, J. 1990. (2nd ed. 2002). *The tourist gaze: Leisure and travel in contemporary societies*. London: Sage.
- Witt, S. & Moutinho. L. (Eds). 1994. *The tourism marketing and management handbook* (2nd ed.). Hemel Hempstead: Prentice Hall.

Journals and Periodicals

Apart from books, you will find it valuable to get into the practice of reading relevant articles from journals and periodicals (including newspapers and magazines).

Annals of Tourism Research
Current Issues in Tourism
International Journal of Tourism Research
Journal of Ecotourism
Journal of Sustainable Tourism
Journal of Tourism Studies
Progress in Tourism and Hospitality Research
Tourism and Hospitality Research
Tourism Management
Tourism Recreation Research

Websites

There are literally thousands of websites. Listed below are key sites for tourism (with a focus on Australia), but there are many, many more!

When referencing websites it is ESSENTIAL that you provide the date on which you accessed the site, the exact web address for the information you are using, and names of any authors who might be mentioned.

Tourism Australia: www.tourism.australia.com
World Tourism Organisation: www.world-tourism.org
World Travel and Tourism Council: www.wttc.org
Pacific Asia Tourism Association: www.pata.org
Tourism Industry Council Tasmania www.tict.com.au
Co-operative Research Centre for Sustainable Tourism: www.crctourism.com.au/
Tourism Tasmania: <http://www.tourism.tas.gov.au/corp/index.html>

Flexible Learning: MyLO

MyLO software has been incorporated into the delivery of this unit to enhance the learning experience by providing access to up to date course materials and by allowing for online discussion through this web-based environment.

To access MyLO from your own computer you will need the appropriate software, and hardware to run that software. See **Learning Online** <http://uconnect.utas.edu.au/> for computer software you will need.

Note: Older computers may not have the hardware to run some of the required software applications. Contact your local IT support person or the Service Desk on 6226 1818 if you experience difficulties. The School of Management has prepared a MyLO Information Sheet which includes access guidelines and contact information. It is available to download as a Word document from the School of Management website: <http://www.utas.edu.au/mgmt/student.htm>

Privacy Policy and Notice

The School of Management takes the utmost care to protect the privacy and security of your personal information and to ensure its accuracy.

If you have any concerns about your privacy in MyLO please contact the lecturer-in-charge of this unit or view the University of Tasmania MyLO Privacy Policy Statement available from the university website on <http://www.utas.edu.au/courseonline/privacy.htm>.

Writing Academically

As students of tourism at university you will be exposed to an extensive array of travel and tourism material during the course of your studies. It is important that you understand the purposes for which the material is produced, the role it plays in tourism and travel in general, and its relevance to tourism coursework and research.

The details of different kinds of material will be explored in lectures designed to help the student of tourism navigate the maze of information, misinformation and disinformation which will assail you as you undertake study and research in this field. In our lectures we shall deal less with the message of the material than with its place in the study and research of the tourism system.

Why is it useful, necessary in fact, for you to develop an understanding of the different kinds of tourism material? Because in preparing essays and written assignments, university or academic writing demands an approach which for many of you will be quite different from anything you have written before. It needs to demonstrate an understanding of the existing body of work, the accumulated knowledge of a field. This work needs to be referenced to demonstrate your grasp of the issues. To write from the personal perspective (“I believe ...” “I think ...” “I understand ...”) must be approached with caution, because it is often based on what I call “a sample of one” and generalising on the basis of only one input is providing opinion not research (e.g. as distinct from a random sample survey of 1000 people). The style of writing favoured by your lecturers and tutors in this unit is third person not first person, UNLESS you are specifically requested to record your own personal experience or thoughts about a matter. Even then, there is scope to strengthen your writing by reference to authoritative sources. So, in some circumstances it is acceptable to write in the first person BUT this must be substantiated, supported or validated by reference to authoritative studies, facts and figures or, if you cannot find pre-existing data, by impeccable logic. Without this approach to writing academically, what you are writing may be fine for Creative English; but it is not acceptable when striving for as much objectivity as possible.

Assessment

In order to pass this unit you must achieve an overall mark of at least 50 per cent of the total available marks. Details of each item of Coursework are provided in the Assignment Topics section.

Method of Assessment	Value	Due Date	Length*
Coursework			
Essay One	15	Monday 16 March	1200 words
Essay Two	20	Friday 22 May	2000 words
Seminar Assignment	15	Various weeks	10-12 minutes
Examination	50	Exam Period	Two hours
Total Marks	100		

* **Word Limit:** The word count includes such items as headings, in-text references, quotes and executive summaries. It **does not** include the reference list at the end of the assignment.

Study Week

All undergraduate units offered by the School of Management are scheduled to include a Study Week. The dates for this Semester are shown in the attached Study Schedule.

The purpose of the Study Week is to allow students an opportunity to consolidate their studies thus far, and to research coming assignments.

Examination

Format

The exam will be in two sections and worth a total of 50 per cent of the unit.

- Section One will be a series of short answer questions covering the entire unit. This will be valued at 20 per cent.
- Section Two will consist of a choice of two (2) out of five (5) essay questions based on the lectures. This section will be valued at 30 per cent.

Scheduled date and place

Your final examination for this unit will be held during the scheduled examination period as indicated by Student Administration in correspondence to you.

Examinations will normally be scheduled Monday to Saturday inclusive. Examinations may be held during the day or evening and students should consult the university information which will be made available towards the end of semester.

You are advised to make any necessary arrangements with employers now for time off during examination period to sit this examination. Your participation at the scheduled time is not negotiable unless there are exceptional circumstances.

Note that you will be expected to sit the examination at your recorded study centre.

Supplementary Examination

Except in special circumstances and on the recommendation of the lecturer-in-charge or the Head of School, a student who fails will not be granted a supplementary examination.

Special Consideration and Student Difficulties

If a student is experiencing difficulties with their studies or assignments, have personal or life planning issues, disability or illness which may affect their course of study, they are advised to raise these with their lecturer in the first instance. Students may also contact the Catalyst Officer, who will be able to help in identifying the issues that need to be addressed, give general advice, assist by liaising with academic staff, as well as referring students to any relevant University-wide support services. The Catalyst Officer is located in room 318a in the Commerce Building in Hobart and is contactable by phone on 6226 1916. There is also a range of University-wide support services available including Student Services, International Services and Learning Development. Please refer to the *Current Students* homepage at: <http://www.utas.edu.au/students/index.html>

Should a student require assistance in accessing the Library, visit their website for more information at <http://www.utas.edu.au/library/>

Students who have completed their examinations and who feel that they have been disadvantaged due to illness or other circumstances affecting their study, may fill out a form to request that their lecturer takes this into consideration when marking the examination. Forms should be submitted directly to the relevant school, accompanied by appropriate supporting documentation, as soon as possible after the completion of the examination. Granting of special consideration is at the discretion of the lecturer and school. The relevant form can be found at the following website:

http://www.studentcentre.utas.edu.au/examinations_and_results/forms_files/index.htm#eits

Students with a non-English speaking background may be permitted to take a bilingual dictionary into an exam. This dictionary must not be annotated, that is, it must have no notes written in it. In order to use a bilingual dictionary students must request permission from the Student Centre.

Submission of Coursework

Lodging Coursework

All Coursework must have the School of Management Assignment Cover Sheet and Title Page attached, both of which are available as a blank template from the School of Management website:

<http://www.utas.edu.au/mgmt/student.htm>

All assignments must include the tutor's name on the assignment Cover Sheets when they are handed in. If this is not done the assignment will not be accepted and therefore marked.

Please remember that you are responsible for lodging your Coursework on or before the due date. We suggest you keep a copy. Even in the most 'perfect' of systems, items sometimes go astray.

Note that you may also be required to submit an electronic copy of your Coursework. More details of this will be given in Lectures.

Hobart students: Lodge in assignment box next to room 321, Commerce & Economics Building.

Launceston students: Lodge in assignment box beside room A170.

All coursework must be handed in at 2.00 pm on the due date.

Late Coursework

Written Work

Extensions will only be granted on medical or compassionate grounds and will not be granted because of work or other commitments. Requests for extensions should be **made in writing** to the lecturer-in-charge prior to the due date. Medical certificates or other evidence must be attached and must contain information which justifies the extension sought.

Late assignments which have **not** been granted an extension will, at the lecturer's discretion, be penalised by deducting ten per cent of total marks for each full day overdue.

Assignments submitted more than six days late will normally not be accepted by the lecturer-in-charge.

Tests

Students who are unable to sit a test on medical or compassionate grounds (work or other commitments are not considered 'compassionate grounds') may request that they be permitted to submit alternative Coursework.

Please do not expect a special test to be held for you if you choose to go on holidays or undertake other activities on the scheduled date. If you do need to request alternative Coursework, you should do so in writing to the lecturer-in-charge prior to the due date. Medical certificates or other evidence must be attached and must contain information which justifies the request. The telephone number of the doctor should also be included.

Return of Coursework

Coursework will be returned during classes or it can be collected from the lecturer's or tutor's room at nominated times; it will not be available from the School's offices.

Plagiarism

Plagiarism is a form of cheating. It is taking and using someone else's thoughts, writings or inventions and representing them as your own, for example:

- using an author's words without putting them in quotation marks and citing the source;
- using an author's ideas without proper acknowledgment and citation; or
- copying another student's work.

If you have any doubts about how to refer to the work of others in your assignments, please consult your lecturer or tutor for relevant referencing guidelines, and the academic integrity resources on the web at <http://www.utas.edu.au/tl/supporting/academicintegrity/index.html>.

The intentional copying of someone else's work as one's own is a serious offence punishable by penalties that may range from a fine or deduction/cancellation of marks and, in the most serious of cases, to exclusion from a unit, a course or the University. Details of penalties that can be imposed are available in the Ordinance of Student Discipline—Part 3 Academic Misconduct, see <http://www.utas.edu.au/universitycouncil/legislation/ord9.pdf>

The University reserves the right to submit (or to require you to submit) assignments to online plagiarism detection software, and might then retain a copy of the assignment on its database for the purpose of future plagiarism checking.

Occupational health and safety (OH&S)

The University is committed to providing a safe and secure teaching and learning environment. In addition to specific requirements of this unit you should refer to the University's policy at:
http://www.admin.utas.edu.au/hr/ohs/pol_proc/ohs.pdf

Tutorial Schedule

Tutorial Topics

A detailed outline of the specific questions to be addressed for each of the topic headings will be handed out in the introductory tutorial in Week 2.

- Week 1** *No tutorial*
- Week 2** *Introduction to tutorials and schedule of presenters (Yellow Pages exercise)*
- Week 3** *Presentation on global and regional trends*
- Week 4** *Crises and 'shocks' to the tourism system*
- Week 5** *Sources of Tourism Knowledge: applying a typology of tourism materials*
- Week 6** *Transport – minor modes and experiential travel*
- Week 7** **STUDY WEEK BREAK**
- Week 8** *Tourism's impacts on communities*
- Week 9** *Eco-Tourism and the environment*
- Week 10** *Applying the 'tourist gaze'*
- Week 11** *Religious pilgrimage*
- Week 12** *Economic tourism theories*
- Week 13** *Revision discussion questions to be prepared by students*

Assignment Topics

Assignment One – Critique of Research Articles

Due Date: Monday March 16

Length: Essay 1200 words

Value: 15 marks

Students will be issued with a series of research articles to critique. This is a brief exercise to help you gain experience and skills in critical reading and academic writing.

To successfully complete this essay you will need to provide a typed summary and critique of three articles (about 400 words for each article). Your paper should be formatted as follows:

- i) Heading for each summary/critique, listing author(s), title, and publication details;
- ii) A list of four (4) key words drawn from each paper; and
- iii) A 400-word summary and critique of each paper written in the third person: for example - “The research indicates that...” rather than “The results show me that ...” or “I think the paper shows that ...”
- iv) At university level we expect you to exercise ‘critical thinking’. This means that you must analyse each paper, not just provide a description of what the paper is about. You have only 400 words per paper, so you need to identify the essence of the paper (in colloquial terms we might say “the real guts” of the article), or its main themes. Then, remembering that you have only a limited number of words to work with, comment on the author’s approach (e.g. “a useful contribution” or “good in so far as it goes but it omits the importance of “x” or “y”). You are encouraged to express your own view but remember to write it in the third person and to support your view with either a cross-reference (e.g. “Butler (1986) agrees that $1+1=3$ ”) or sound argument. Note also that “critical thinking” does not mean that you must *criticise*; rather it means that you need to *analyse*.

Assignment Two – In-depth Essay

Due Date: Friday May 22

Length: Essay 2000 words

Value: 20 marks

This longer assignment allows you to demonstrate your understanding of tourism systems which underpin the essence of tourism.

Choose one of the following topics:

1. Why is tourism much more than an industry? Take two sectors (e.g. accommodation, airlines) and relate each one to two other systems, e.g. government, community.
2. Discuss the socio-cultural impacts of tourism with reference to a South Pacific destination or a South-East Asian destination.
3. What is meant by the phrase “ecologically sustainable tourism development”? Set out its main principles and illustrate those principles with examples of “good” tourism or “bad” tourism. Use state, national and international examples to illustrate your answer.
4. As a tourism expert you have been invited by the mayor of Launceston or Hobart to prepare a submission for the City Council on the benefits of turning Launceston or Hobart into a major tourist destination by developing a major new attraction for the city. You will need to identify a major theme and associated infrastructure as part of your submission (e.g. a new convention centre, re-development of an historic precinct, construction of a river bank trail, etc. The list is limited only by your imagination). You will need to justify your choice by drawing on a range of relevant tourism theories and models (e.g. economic theories; Butler’s life cycle model - is the city in decline and in need of rejuvenation? etc.). The format should reflect that of a professionally prepared brief, with an executive summary and all paragraphs consecutively numbered. You **MUST** reference your work as with a normal essay.

Seminar Assignment

Due Date: Various tutorial slots

Length: 10-12 minutes

Value: 15 marks

Discussions in the tutorials will be led by a number of students who will be asked to prepare material relevant to the tutorial topic. More details will be given in the first tutorial. A list of tutorial topics is set out below in the Study Schedule.

Guidance for Assignment Assessment.

These notes are to be read in conjunction with the School document ‘Writing Assignments: A Guide.’

1. TUTORIAL PRESENTATIONS

Tutorial presentations are worth 15% of your overall mark. Each presentation is marked out of 100 according to the table set out below, and then reduced as a percentage of 15%.

In other words, if you score 66, your percentage result would be 10% out of a possible 15% for this assignment, contributing 10% to your final mark out of the Unit’s total of 100%.

Note that CONTENT is worth half of the possible total.

Presentations are oral and are assessed as followings:

<i>Aspect to be assessed</i>	<i>10.....continuum..... 1</i>	<i>Value</i>
Diction	clear/strong ----- weak/inaudible	10
Expression	good range/change of pitch ----- dull/monotonous	10
Stance	steady/purposeful ----- jiggety- jig/distracting	10
Audience contact	good ----- poor	10
	<i>(eg was presentation read with head down; or was there eye contact and other interaction with the audience?)</i>	
Audio-visual	effective ----- ineffective	10
	<i>(e.g. powerpoint slides’ printing too small to read at back of room, maps unclear, no material utilised)</i>	
Content	Sound, accurate, interesting ----- poor, misleading	50
Total		100

2. ESSAYS

Please make sure you read the School document ‘Writing Assignments: A Guide’ which sets out in detail what is required for the writing of essays, including comments on plagiarism and referencing.

Attached is a copy of the **Essay Feedback Guide** which you will be given when each of your essays has been assessed. It will provide in quite some detail the points which the assessor will be utilising to mark your essay.

Good luck with your work!!!

Professor Trevor Sofield
Tourism Programme

ESSAY FEEDBACK GUIDE TOURISM PROGRAMME

Student's Name:Date:

Tutor:Essay Topic:

Well Done	4	3	2	1	Needs work
	<i>Rating Scale</i>				

A. DEFINITION OF TOPIC & STRUCTURE OF THE ESSAY

- | | | | | | | |
|---|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 1. Has the topic been clearly defined? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Does the essay have a clear structure or organisation in which – | | | | | | |
| - there is a clear and useful <u>introduction</u> ? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| - there is a coherent flow to the essay? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Is there an effective conclusion drawing the main points together? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

COMMENT

B. CONTENT

- | | | | | | | |
|--|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 4. Is there evidence of adequate research? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. Is the breadth of coverage adequate? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 6. Content and theme, thesis or argument relevant to the Assignment? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 7. Are arguments supported by evidence, examples, sources, quotes? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

COMMENT

				<u>Rating Scale</u>		
	Well Done	4	3	2	1	Needs work

C. ANALYSIS

- | | | | | | | |
|--|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 9. Are the arguments logical and consistent? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 10. Does the essay show evidence of original and critical thought? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 11. Does the essay show sufficient depth of analysis? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

COMMENT

D. PRESENTATION

- | | | | | | | |
|--|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 12. Fluency and style of writing. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 13. Spelling, grammar, syntax, etc? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 14. Presentation of data: effective use of figures, graphs, tables, etc? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Correct use of units and quantities. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| NOT APPLICABLE | <input type="checkbox"/> | | | | | |
| 15. Neatness and legibility, including format if typed? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 16. Sources: are sources acknowledged? Are references cited? | | | | | | |
| Are references presented correctly? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

COMMENT

E. GENERAL AND SUMMARY COMMENTS

GRADE:

Study Schedule

Semester 1, 2009

Week	Start of Week	Text Chapter	Lecture Topics	Tutorial topics
1	23 February		Definitions, Tourism Systems	<i>No tutorial</i>
2	02 March	Ch 1 & 2	Tourism Information Literacy: a typology	<i>Introduction to tutorials and schedule of presenters</i>
3	09 March	Ch 3	Transport Systems	<i>Presentation on global and regional trends</i>
4	16 March	Ch 4	Government and Tourism	<i>Take a recent (last 5 years) crisis or 'shock' to the tourism system and assess its impact on patterns of global tourism demand</i>
5	23 March	Ch 8	Tourism and communities	<i>Sources of Tourism Knowledge</i>
6	30 March	Ch 9	Tourism and the environment: Introduction to Ecotourism	<i>Transport – minor modes and experiential travel</i>
7	06 April		<i>Study Week 6th- 8th of April & 16th – 17th of April</i>	
<i>Mid-Semester Break 9th – 15th of April</i>				
8	20 April		Theories of Tourism - sociological	<i>Tourism and communities</i>
9	27 April		Theories of Tourism - anthropological	<i>Eco-Tourism and the environment</i>
10	04 May		Theories of Tourism - economic	<i>Apply the 'tourist gaze' to a travel experience of your own, analyzing it according to Urry's various gazes.</i>
11	11 May		Theories of Tourism – tourism models	<i>Analyze a case study of religious pilgrimage</i>
12	18 May		Destination planning for tourism	<i>Take any one of the economic tourism theories that were outlined in lectures and apply it to a destination/country of your choice.</i>
13	25 May		A Case Study of tourism systems: Mana Island Resort, Fiji	<i>Revision and questions submitted by students</i>
A Calendar/Study Planner showing dates is available from School of Management website at http://www.utas.edu.au/mgmt/student.htm .				