TSTD 3001 Syllabus

Fall 2016

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Virtual Office Hours: The instructor may be contacted anytime by email or by phone.

Brief Instructor Bio:

Sheryl Elliott, Associate Professor of Marketing, Department of Marketing, School of Business, The George Washington University; BFA. in Performing Arts, Drake University; MA in Education & Human Development, George Washington University; Ph.D.in Business Management, University of Buckingham, U.K. Dr. Elliott is a full-time professor teaching graduate and undergraduate courses who has taught at GW for more than 28 years. She is a founding member of the Board of Directors for the Pan American Federation of Hotel and Tourism Schools. She frequently provides interviews on tourism and travel safety for national television news programs including CNN, NBC and Bloomberg News. Dr. Elliott launched one of the first online courses for GW in 1997 and was instrumental in developing the online AMTA degree program. Dr. Elliott has produced seven videos on topical issues in sustainable destination development and has been a contributing author to the following academic journals: Annals of Tourism Research, World Travel and Tourism Review, Tourism Management, Tourism Geographies, Journal of Vacation Marketing and Papiers de Tourism. In 2010 she received GW School of Business "Undergraduate Outstanding Faculty Award." She was appointed by the Maryland State governor to the Maryland Heritage Area Authority in 2002 and served two terms, with the last ending in 2010. She currently serves on the Board of Directors for the house museum, Mount Aventine, at Chapman State Park.

IA: The Instructional Assistant and grader for the course is Kristi Long. She is an adjunct professor at George Washington University teaching tourism and hospitality subjects. She is also an instructor in the GWU Events Management Certificate program where she teaches Best Practices, Event Coordination and Meetings and Conferences. klong@gwu.edu

Course Description

Historical overview and survey of the tourism and hospitality industry with emphasis on the travel market, delivery of hospitality services, professional roles, and emerging trends.
Course Goals

By the end of this course, you will be able to:

- To understand and identify the interrelated parts of the travel and tourism sector;
- To discuss the significance of the phenomenon of travel and tourism in contemporary society;
- To relate how external constraints, determinants, and conditions have influenced the evolution and present characteristics of travel;
- To define the basic management functions that relate to all tourism organizations;
- To demonstrate knowledge regarding the consequential aspects of tourism;
- To assess tourism development as it relates to individual locales;
- To identify and understand the role and importance of professional associations involved with tourism.

Prerequisites

Academic

There are no prerequisites for this course.

Method of Instruction

This course is delivered in 28 class sessions. The Tuesday, November 24th session will be virtual. The course consists of required readings, session lectures, session interactive learning discussions, three team projects, ten quizzes, and two exams.

Team Assignment #1: Dynamic Element - Tourism Demand (Sept 15 & 17)

Assignment instruction: The August 29th class session presents some unusual forms of tourism, such as slum tourism and grief tourism. Often these “new” types of tourism raise questions as to whether they are exploiting people and situations in a good or bad way. They can be creative, market savvy responses to new tourism demand areas, but then again, they may also be contributing to social and environmental ills. Search the Internet and newspaper archives and identify four different forms of “unusual tourism.” Describe the potential and pitfalls of each in a four page double spaced paper. Rank the unusual forms of tourism as to why they are likely, or not likely to be successful for the long term and why? You will be competing against the other teams in the class as to which group does the best job in identifying the “most unusual.”

Research Report 50% (not to exceed four pages double spaced). Oral Presentation of your findings to the class (50%). Your oral presentation may not exceed five minutes (plus there will be five minutes for Q & A).. You may use visuals (such as PowerPoint) to enhance your presentation.

Team Assignment #2: Service Element – Destination Suppliers (Oct 20 & 22)
As a team select two DC attractions from the same genre (entertainment venues, sport venues, museums, nature preserves, events, gaming venues, etc.) and visit each. Develop a criteria for comparing the attractions (for example, ownership, permanency, breadth of appeal, scope, drawing power, uniqueness, quality, economic impact, environmental impact, socio-cultural impact, sustainability, etc.). Using the criteria you have established which is the better or more successful attraction and why? How is success measured? Use photos to “tell the story” in your presentation. You will need to research the attractions as to their background and interview attraction managers, operators or administrators. You may also find it helpful to do an informal survey of visitors at the attractions. You will be competing against other teams on the originality and assessment of the attractions you select to compare.

Research Report 50%  Oral Presentation of your findings to the class (50%). Think about how your presentation is like an exhibit. Your report should include background on the exhibitions and criteria you selected to compare the exhibitions. The report should not be longer than four pages double spaced. Your oral presentation may not exceed five minutes (there is an additional five minutes for Q & A). You may use visuals (such as PowerPoint) to enhance your presentation.

Team Assignment #3: Functional Element – Destination Development and Management (Dec 1 & 3)

This assignment turns to the management of tourism products and services (destinations and service areas). Prepare a spring break vacation that you will market to GWU students. This should include a budget (what will your expenditures be, what is the revenue potential). You will need to research real costs (transportation, lodging, etc.). How will you market this spring break vacation? What makes your spring vacation special that will attract more students than others? Will you design your spring break package for the general taking or for a particular niche market? Your research will be enhanced if you conduct a convenient sample survey to support your spring break idea. You will be graded on:

Research Report 50%  Oral Presentation of your findings to the class (50%) The report should not be longer than ten pages double spaced. Your oral presentation may not exceed five minutes. You may use visuals (such as PowerPoint) to enhance your presentation.

Grading

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<th>Percentage of Grade</th>
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<tr>
<td>Team Project #1 Report/Presentation</td>
<td>10</td>
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<tr>
<td>Team Project #2 Report/Presentation</td>
<td>10</td>
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<tr>
<td>Team Project #3 Report/Presentation</td>
<td>10</td>
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<tr>
<td>Participation (attendance &amp; discussion)</td>
<td>10</td>
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<tr>
<td>Quizzes</td>
<td>10</td>
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Exams (Exam #1 & Exam #2) | 50  
---|---
Total | 100

The final grade will be assigned as follows:

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<tr>
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<th>Range</th>
<th>GPA</th>
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<td>94-100</td>
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<tr>
<td>A-</td>
<td>90-93</td>
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<tr>
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**Textbook and Materials**


There are also posted articles that are required readings in some of the course sessions.

**Style Manual**

This is a style manual written Dr. Douglas Frechtling. Although this covers "full blown" research papers, you will find a section on how to properly reference information drawn from other published (including the web) sources.

**Instructor Response Time**

I will respond to emails within 24 hours, including weekends and holidays.

Written assignments and exams are graded and posted with feedback in Blackboard within a week of being submitted.

**Late Work**

Late work will be penalized unless a previous arrangement has been made with the instructor or course facilitator.

**Netiquette**

Please observe the following rules of netiquette for communicating online:
I reserve the right to delete any post that is deemed inappropriate for the discussion forum, blog, or wiki without prior notification to the student. This includes any post containing language that is offensive, rude, profane, racist, or hateful. Posts that are seriously off-topic or serve no purpose other than to vent frustration will also be removed.

**Academic Integrity**

Please review GW’s policy on academic integrity, located at [http://studentconduct.gwu.edu/](http://studentconduct.gwu.edu/). All graded work must be completed in accordance with the George Washington University Code of Academic Integrity.

**University Policies**

- ADA compliance
- Support outside the classroom
- Academic integrity
- Netiquette (network etiquette)

**University Policies**

- Emergency Response

**Executive Memorandum Guidelines**

Use these guidelines for your Executive Memos.