TOURISM INDUSTRY CONCEPTS AND PRACTICES

PROFESSOR INFORMATION
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Office Hours: Wednesdays (by appointment)

TECHNICAL SUPPORT
Canvas is where course content, grades, and communication will reside for this course.

- Login: http://canvas.colostate.edu
- Support: http://info.canvas.colostate.edu
- For passwords or any other computer-related technical support, contact the Central IT Technical Support Help Desk.
  o (970) 491-7276
  o help@colostate.edu

The Technical Requirements page identifies the browsers, operating systems, and plugins that work best with Canvas. If you are new to Canvas quickly review the Canvas Student Orientation materials.

COVID-19 INFORMATION
It is important that you continuously monitor CSU’s COVID-19 website for the latest information. Given the rapidly changing nature of the virus, CSU policies and procedures are also likely to change throughout the semester. Please also ensure that you are checking your student email account for regular newsletters and emails pertaining to the university’s response.

https://covid.colostate.edu/

COURSE DESCRIPTION
This course is designed to provide you with an introduction to key foundational tourism concepts, and how they have informed, and can be applied to, tourism operations around the world. As the tourist is at the center of tourism, we begin by defining and characterizing tourists, examining their varying motivations, and understanding the nature of tourist experience. We then shift our focus to the tourism industry and tourism systems, as well as tourism destination development over time. To complete our introduction to tourism, we examine some of the key economic, sociocultural, and technological issues and considerations associated with tourism development. This will provide you with a holistic understanding of the tourist, the tourism industry and system, and how it is affected by the broader macroenvironment, from which you can further build your tourism knowledge.

This introductory course will assist those of you who do not come from a tourism background, to gain an understanding of the seminal literature within the field. It is also a great refresher for those of you who may have studied tourism at an undergraduate level. I am excited to help you all navigate through some of these important concepts and theories, as well as demonstrate how they apply to modern tourism experiences and decision-making.
LEARNING OUTCOMES

Upon the completion of this course, you should be able to:

- Define and characterize tourists and the tourism industry
- Compare and contrast different social theories that apply to tourists, and tourism development
- Evaluate different tourism management strategies and considerations
- Identify and discuss the different stages and management considerations of the tourist experience
- Identify and discuss the different stages and management considerations for tourism destination development
- Critically examine the various economic, sociocultural, and technological aspects of tourism

REQUIRED TEXTS:

There are no required texts for this course.

OTHER REQUIRED OR SUPPLEMENTAL MATERIALS

Module 1: Defining and Characterizing Tourists


Module 2: Tourist Motivations


Module 3: The Tourist Experience


**Module 4: The Tourism Industry**


**Module 5: Tourism Destination Development**


**Module 6: The Economics of Tourism**


**Module 7: Socio-cultural Considerations of Tourism**


**Module 8: Technology and Tourism**

**Course Presentation and Procedures**
Content for this course is organized into eight weekly modules. Each module is divided up into a number of parts. Within each part, a combination of readings, narrated PowerPoint presentations, videos, and graded assignments are provided. Each of these activities are organized in sequential order, and should be completed as such. Discussion prompts are also scattered throughout the module to help stimulate your thinking. Make sure that all assigned tasks and readings are completed prior to moving on to the next module.

**Participation Expectations**
This is a 2-credit course taught over an 8-week period. To get the most out of this course, it is recommended that you devote 6-8 hours a week to do the weekly readings, read/listen/watch presentations, contribute to discussion forums, and complete your assessments. The recommended break-down of your time is as follows:

• 3 hours a week – weekly readings and taking notes
• 2 hours a week – reading/listening to presentations and taking notes
• 3 hours a week – contributing to discussion forums/completing assessments

This is a graduate level course that examines the various management considerations associated with tourism industry concepts and practices. There are high expectations regarding the quality of the work presented and the meeting of assessment deadlines. It will also be necessary to take the time to allow for critical thinking and analysis of concepts and issues presented in order to obtain a high grade.
For those of you taking this as an online course, I understand that at times it can feel as if you are going through this learning experience all alone. Please note that this is not the case - as the instructor, I am here to support you along the way and answer any questions or concerns you may have. As such, if you are encountering an issue, please do not hesitate to reach out straight away. I strive to respond as quickly as possible, as I understand that you may only have pockets of time here or there to engage with the course between work, family, and life in general. In particular, if you are having trouble with any of your assignments, please reach out prior to when the assignment is due. I am more than happy to provide guidance!

**GRADING**

As a student enrolled in this course, one of your responsibilities is to submit course work by the due dates listed in the course schedule. Grading of the four discussion posts and comments and the three major course assignments (i.e., the data analysis exercise plus two parts of the destination analysis project) will be provided within one week of the due date. If, however, due to unforeseeable circumstances, the grading of your work takes longer than one week, I will keep you informed of my progress and make every effort to return your work with feedback as soon as I can.

<table>
<thead>
<tr>
<th>ASSIGNMENT*</th>
<th>GRADE POINTS</th>
<th>GRADE PERCENTAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Discussion posts and comments (4 @ 30 points each)</td>
<td>120</td>
<td>30</td>
</tr>
<tr>
<td>Major Assignment: Step 1. Data identification/analysis exercise</td>
<td>60</td>
<td>15</td>
</tr>
<tr>
<td>Major Assignment: Destination Case Study Analysis. Part 1.</td>
<td>100</td>
<td>25</td>
</tr>
<tr>
<td>Major Assignment: Destination Case Study Analysis. Part 2.</td>
<td>120</td>
<td>30</td>
</tr>
<tr>
<td><strong>Total:</strong></td>
<td><strong>400</strong></td>
<td><strong>100 %</strong></td>
</tr>
</tbody>
</table>

*Keep a copy of all work created for the course, including work submitted through Canvas.

**GRADE DESCRIPTION**

<table>
<thead>
<tr>
<th>%</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>97-100%</td>
<td>A+</td>
</tr>
<tr>
<td>90-96%</td>
<td>A</td>
</tr>
<tr>
<td>87-89%</td>
<td>B+</td>
</tr>
<tr>
<td>80-86%</td>
<td>B</td>
</tr>
<tr>
<td>70-79%</td>
<td>C</td>
</tr>
<tr>
<td>60-69%</td>
<td>D</td>
</tr>
<tr>
<td>0-59%</td>
<td>F</td>
</tr>
</tbody>
</table>
ASSIGNMENT DETAILS

1. DISCUSSION EXERCISE POSTS AND COMMENTS (4 @ 30 POINTS EACH)

In this course, each student will be randomly allocated to a small discussion group forum. You can find your group by clicking on the “Discussions” link. Within these forums, students will be expected to post a short, written reflexive/synthesis paper when assigned. This is based on one of the discussion prompts provided throughout the weekly content. This discussion should be posted to your group’s Canvas discussion forum. It can be posted directly onto Canvas or attached as a MS Word Document that is no more than 1 page double-spaced. If referencing from the weekly readings and other sources, correct APA 6th or 7th style is expected. Information on how to use APA for in-text citations, post-text references, etc. can be found here: https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/general_format.html. There will be a total of 4 discussion exercises (DE), with each (discussions and comments) worth 30 points.

Each discussion exercise (DE) is made up of two sections: a post and two comments. Each post is to be posted on the discussion group thread by **Friday at 11:59pm, MST**, as listed in the course schedule. Students will then be expected to review and comment on a minimum of two DE posts from other students within their discussion group each week. Students will have until **Sunday at 11:59pm, MST of the same week** to post their comments. These comments should be posted directly to Canvas. A portion of the points for your discussion exercise will depend on the quality of the writing, so be sure to proofread for errors in grammar and spelling prior to submission. Points will be subtracted for late submissions (1 point per day) unless you have reached out to the instructor prior to the due date to ask for an extension, and it is approved.

To understand how the grading is undertaken for each DE, please refer to the rubric.

NRRT600 Rubric for Discussion Exercises (4 @ 30 pts each)

<table>
<thead>
<tr>
<th>Levels of Achievement</th>
<th>Exemplary (6 Points)</th>
<th>Proficient (3 Points)</th>
<th>Below Expectations (0 Points)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Promptness and Initiative</strong></td>
<td>Posts original contribution, responds to at least two peers’ postings, within the required timeframe.</td>
<td>A discussion is posted but the student does not meet the requirement of commenting on two peers’ postings.</td>
<td>No discussion is posted at all.</td>
</tr>
<tr>
<td><strong>Mechanics of Writing</strong></td>
<td>Submissions are grammatically correct, posts with rare misspellings, format is clear with logical/professional delivery</td>
<td>Few errors in spelling and grammar, yet overall format is clear and logical.</td>
<td>Poor spelling and grammar in posts; the format of the discussion is difficult to follow and would be deemed as unprofessional by common business standards.</td>
</tr>
<tr>
<td><strong>Relevance of Post</strong></td>
<td>Post is highly related to assigned topics; cites several credible</td>
<td>Discussion post is short in length and offers no further insight into the topic;</td>
<td>Posts do not relate to the discussion; arguments made are</td>
</tr>
<tr>
<td>Creating Community</td>
<td>Critical Thinking/Analysis</td>
<td></td>
<td></td>
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<td>--------------------</td>
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<td></td>
</tr>
<tr>
<td>Frequently attempts to motivate the group discussion; presents creative approaches to topic and may respectfully differ on or counter peers’ points; refers to peer posts and creates community in the discussion.</td>
<td>Interprets topic in accurate and insightful ways. Uses information thoughtfully, in ways that are factually relevant and accurate; postings shows analysis, might offer alternatives or creative viewpoints based on concrete evidence.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Displays an effort to become involved with group; interacts with others and acknowledges posts of others.</td>
<td>Accurately interprets topic; uses main points of information from resources/references; may repeat the ideas of others but attempts to offer new insight; response does not provoke significant new thinking or further discussion.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Argumentative or abrasive. No peer interaction.</td>
<td>Makes errors in interpreting topics; opinion-based comments only, with no support from the literature; superficial commentary.</td>
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<td></td>
</tr>
</tbody>
</table>

**II. Major Assignment: Destination Case Study Analysis**

This overarching assignment is a case study analysis that examines a tourist destination of your choice – not a single attraction, but a destination within which tourism attractions exist. For simplicity, it is recommended that you choose a destination at a local or regional level – not at a state or country level (e.g., Los Angeles or Orange County, as opposed to the state of California or the USA).

This assignment is broken up into a preliminary step 1 exercise (data identification and analysis), which is then followed by your major assignment which has been broken down into two parts: Parts 1 and 2. Step 1 is an INDIVIDUAL assignment, but the destination case study analysis (which has been broken down into two parts) can be either an individual assignment or undertaken in groups of up to three students – the choice is yours.

*If you would like to be part of a group, you will want to reach out to other students as early as possible. The course instructor will create a whole-class discussion board in Canvas in Week 1 that you can use to begin those conversations and to start connecting.*

**A. Step 1. Data Identification and Analysis Exercise (60 Points)**

**Due date:**
- Friday at 11:59pm, MST in Week 3
Purpose:
A core competency for graduate students in this program includes synthesizing and succinctly presenting tourism data and concepts for diverse audiences. This skill is also at the basis of any good destination or business case study analysis. This preliminary exercise is designed to provide you with the opportunity to identify, synthesize and accurately present tourism data that relates to your chosen destination in a concise manner. This exercise also requires you to analyze and interpret that data and its relevance.

Skills/knowledge:
Step 1 will help you develop and practice the following skills:
- Identify credible and relevant sources of tourism data
- Select relevant tourism data related to your chosen destination
- Synthesize data and accurately represent it within a table
- Analyze and interpret tourism data in a clear and concise manner

Tasks:
To complete Step 1, you need to do the following:

1. Choose a tourism destination that you are interested in analyzing and learning more about. For simplicity, it is recommended that you choose a destination at a local or regional level – not at a state or country level (e.g., Los Angeles or Orange County, as opposed to the state of California or the USA).

2. Do some research on this destination and examine both credible and relevant sources. To determine relevance, please look ahead to the instructions for both Part 1 and 2 of your destination case study analysis assignment and the topic areas that will need to be addressed. This will give you a good starting point in terms of what kind of data you are looking for. To determine credibility, you need to consider where this information is coming from. Credible sources include:
   - Peer-reviewed academic journal articles
   - Tourism industry trade journals
   - Reports and studies on your destination that have been undertaken by relevant stakeholders (e.g., economic study of the destination that was commissioned by the local chamber of commerce). Some of these might be tourism specific, others may not, but they may still have relevant information.
   - Visitor statistics at a local or regional level
   - Destination statistics from government or reputable research bodies (e.g., U.S Census Bureau, Pew Research Center, Gallup Institute, Nielsen Market Research, etc.).

Newspaper articles can be reputable and credible sources of information, but themselves, get their information from other reports and studies which are likely to have the more detailed information that you will need to create a table.
3. As this is a purposefully open-ended assignment, it is up to you to choose what data you would like to include. Remember, the type of data available may differ from destination to destination as well. To provide some guidance, such data can be:

**Quantitative** (e.g., visitor numbers, tourism revenues, visitor and/or local population demographics, distance from major urban populations, open-space acreage/costs/fees, etc.)

OR

**Qualitative** (e.g., attraction types/descriptions, tourism activity descriptions, description of different types of tourists commonly found at the destination, resident attitudes towards tourists and tourism development, etc.)

4. When you have identified some relevant data, statistics, or information about your chosen destination, you will need to create TWO tables that focus on TWO different topic areas. These tables should not just be copied and pasted from your chosen information source. Rather, you need to create these tables yourself adhering to the table checklist and related guidelines provided at the Purdue Online Writing Lab (OWL) website: https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/apa_tables_and_figures.html

5. For each table, you then need to highlight and discuss the main points of interest that are presented in each table, and its importance and relevance to your chosen destination from a tourism perspective. This analysis should be one-two paragraphs in length and focus not only on positive indicators, but if relevant, also any negative indicators or trends. The important thing here is not to just relay the same information already provided to the reader into the table, but to expand on this and draw insights or provide relevant context.

**Criteria for success:**
This is an individual assignment and each member of your group (if you are working in a group) must choose different data about the destination to focus on and to include in your respective tables. In other words, group members should not be submitting the same tables. Rather, each table should ideally focus on a different area (this will prove helpful for your destination case study analysis). This exercise is worth 60 points and is due Friday at 11:59pm, MST of Week 3. Tables should be submitted within a Microsoft Word document in Canvas, with the accompanying analysis written in a professional manner (no first-person writing) and referenced according to APA 6th or 7th style. Font should be Times New Roman size 12, double spaced. Points will be subtracted for late submissions (1 point per day) unless you have reached out to the instructor prior to the due date to ask for an extension, and it is approved.

Please refer to the rubric to see how points will be allocated.
## NRRT600 Rubric for Step 1. Data Identification and Analysis Exercise (60 Points)

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Exemplary (10 points)</th>
<th>Proficient (5 points)</th>
<th>Below Expectations (0 points)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ability to identify relevant data for your tourism analysis</td>
<td>Data identified is relevant to the chosen tourism destination and the case study analysis.</td>
<td>Data identified is somewhat relevant to the chosen tourism destination and the case study analysis.</td>
<td>Data identified is not relevant to the chosen tourism destination and the case study analysis.</td>
</tr>
<tr>
<td>Ability to evaluate relevance and credibility of data</td>
<td>Student has used relevant and credible sources of information.</td>
<td>Student has mostly used relevant and credible sources of information.</td>
<td>Student has not evaluated the relevance and credibility of the information.</td>
</tr>
<tr>
<td>Ability to synthesize data and accurately represent it within a table</td>
<td>Tourism data was synthesized and accurately represented within tables.</td>
<td>Tourism data was somewhat synthesized and accurately represented within tables.</td>
<td>Tourism data was not well synthesized and not accurately represented within tables.</td>
</tr>
<tr>
<td>Ability to analyze and interpret tourism data in a clear and concise manner</td>
<td>Tourism data was appropriately analyzed and interpreted. Relevant points of interest were highlighted and communicated in a clear and concise manner.</td>
<td>Tourism data was somewhat appropriately analyzed and interpreted. Some relevant points of interest were highlighted and somewhat communicated in a clear and concise manner.</td>
<td>Tourism data was not appropriately analyzed and interpreted. Relevant points of interest were not highlighted and communicated in a clear and concise manner.</td>
</tr>
<tr>
<td>Presentation of tables</td>
<td>Tables are formatted and presented appropriately according to APA 6th style. Appropriate headings and font are also used.</td>
<td>Tables are partially formatted and presented appropriately according to APA 6th style. Appropriate headings and font are sometimes used.</td>
<td>Tables are not formatted and presented appropriately according to APA 6th style. Appropriate headings and font are not used.</td>
</tr>
<tr>
<td>Mechanics of writing</td>
<td>Submissions are grammatically correct with rare misspellings. Use of language is appropriate for the recommended audience. All sources were correctly cited, within the table, text and in the reference list</td>
<td>Few errors in spelling and grammar. Use of language is sometimes inappropriate for the recommended audience. Sources were cited with some errors within the text, table or in the reference list</td>
<td>Poor spelling and grammar in posts. Use of language inappropriate for the recommended audience. Sources were not included in the text, table nor in</td>
</tr>
</tbody>
</table>
B. Destination Case Study Analysis. Part 1 (100 Points)

Due date:
- Friday at 11:59pm, MST in Week 5

Purpose:
The purpose of your destination case study is to encourage research and analysis of a chosen tourism destination and apply tourism theories and concepts to a current, real-world context. Part 1 focuses on the introduction and background of your tourism destination, examining tourism experiences provided within the destination, the types of tourists it attracts, and an analysis and breakdown of the tourism industry within the destination.

Skills/knowledge:
Part 1 of your destination case study analysis will help you develop and practice the following skills:
- Undertake detailed research and analysis of a tourism destination
- Identify relevant and credible information to apply to your destination analysis
- Apply tourism theories and concepts to a real-world context
- Use quantitative and qualitative data as evidence to support your analysis of the tourist experience, types of tourists, and breakdown of the tourism industry

Task:
To complete Part 1 of your destination case study analysis, you need to do the following:
1. Provide an introduction to your destination case study analysis. Your introduction should be brief, and simply introduce what this analysis is about and the sections to follow.
2. Provide background information on your destination. This should be no longer than two to three paragraphs, and should include a basic outline of your destination (e.g., where it is located, population size, any notable characteristics or key attractions). Make sure that this background information is relevant to your tourism analysis of this destination. In other words, providing detailed history of the destination is likely not relevant context for the reader to learn more about this destination from a tourism perspective (unless tourism is a key part of that destination's history!)
3. Analyze the tourism experience that is provided within this destination. Discuss what types of activities and attractions are on offer and how these come together to provide a memorable tourism experience. In particular, refer to Pine and Gilmore (1998) and consider how the four realms of experience relate to your chosen destination. Make sure to provide specific examples and explanation of different experiences on offer within your destination. Any relevant tables from your Step 1 exercise should be incorporated into this section.
4. Explain and discuss the types of tourists that you believe are attracted to this destination and why. Refer to both Module 1 and 2 content here as it relates to the different typologies of tourists and also their different motivations for visiting your destination. If you have information pertaining to where visitors comes from, length of stay, and other relevant demographic or behavioral characteristics, include it here. Make sure to provide evidence specific to your destination to support your discussion and reasoning. Any relevant tables from your Step 1 exercise should be incorporated into this section.
5. Provide a breakdown of the tourism industry within your chosen destination. Refer to content within Module 4 and apply one (or more) of the relevant models of the tourism industry to your destination. Discuss how it applies and make sure to use specific examples as you breakdown and describe each of the different components of the tourism industry. Any relevant tables from your Step 1 exercise should be incorporated into this section.
Criteria for success:  
This is either an individual or an assignment to be undertaken in groups of up to three students. It is important that you draw upon the different concepts and frameworks discussed in the relevant modules. Your report needs to be supported by academic literature, and other relevant and credible sources. In particular, make sure that any claims you make about the destination are supported with relevant and credible evidence.

This report should be written and presented in a professional manner. You are required to use headings and sub-headings to clearly separate each of the different sections. Make sure to include a title page, table of contents, and also a reference list and appendix (if required). Appendices are used to include additional supporting information – anything that is central to your discussion needs to be included in the body of the report. Use appropriate language and style – writing in the first person should be avoided.

Part 1 is due Week 5 on Friday at 11:59pm, MST. It is worth 100 points and should be no longer than 10-15 pages, Times New Roman size 12 font, double-spaced. Every student needs to submit an assignment through Canvas (even if you are working in groups). Points will be subtracted for late submissions (1 point per day) unless you have reached out to the instructor prior to the due date to ask for an extension, and it is approved. Please refer to the rubric below to see how points will be allocated.

**NRRT600 Rubric for Destination Case Study Analysis – PART 1 (100 Points)**

<table>
<thead>
<tr>
<th>Levels of Achievement</th>
<th>Criteria</th>
<th>Exemplary (10 points)</th>
<th>Proficient (5 points)</th>
<th>Below Expectations (0 points)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ability to identify and synthesize relevant content</td>
<td>All provided content is highly related to the relevant topic area and used in the appropriate sections.</td>
<td>Content provided mostly relates to the relevant topic area, but it is not entirely used in the appropriate sections.</td>
<td>Content provided does not relate to the relevant topic areas.</td>
<td></td>
</tr>
<tr>
<td>Ability to be clear, concise, and coherent</td>
<td>Content provided is clear and concise and coherent.</td>
<td>Content provided is somewhat clear and/or concise.</td>
<td>Content provided is not clear and/or concise.</td>
<td></td>
</tr>
<tr>
<td>Ability to evaluate relevance and credibility of content</td>
<td>Student has used relevant and credible sources of information.</td>
<td>Student has mostly used relevant and credible sources of information.</td>
<td>Student has not evaluated the relevance and credibility of the information.</td>
<td></td>
</tr>
<tr>
<td>Ability to justify arguments provided</td>
<td>Student is able to justify arguments provided using evidence.</td>
<td>Student is sometimes able to justify arguments provided using evidence.</td>
<td>Student does not provide justification or evidence to support arguments.</td>
<td></td>
</tr>
<tr>
<td>Discussion and analysis of the tourism experience</td>
<td>Discussion and analysis relating to the tourism experience is of very high quality.</td>
<td>Discussion and analysis relating to the tourism experience is incorporated.</td>
<td>Discussion and analysis relating to the tourism experience is missing.</td>
<td></td>
</tr>
</tbody>
</table>
C. Destination Case Study Analysis. Part 2 (120 Points)

Due date:
- Friday at 11:59pm, MST in Week 8

Purpose:
The purpose of your destination case study is to encourage research and analysis of a chosen tourism destination and apply tourism theories and concepts to a current, real-world context. Part 2 focuses on examining the broader tourism system within which this destination is situated and the effect of the broader macro environment, how tourism has developed within this destination over time, community responses to tourism development within this destination, and any associated issues and impacts associated with tourism development.

Skills/knowledge:
Part 2 of your destination case study analysis will help you develop and practice the following skills:
Undertake detailed research and analysis of a tourism destination
Identify relevant and credible information to apply to your destination analysis
Apply tourism theories and concepts to a real-world context
Use quantitative and qualitative data as evidence to support your analysis of the tourism system, tourism development over time, community responses to tourism development, and issues and impacts associated with tourism development within your chosen destination

Task:
To complete Part 2 of your destination case study analysis, you need to do the following:
1. Recognize that Part 2 is a continuation of Part 1, and so Part 1 also needs to be included (and updated) in your final submission. In particular, remember to update the table of contents and introduction, and address the feedback provided from Part 1.
2. In addition to including Part 1, you need to provide an examination and discussion of the tourism system within which this destination is located and the effect of the broader macroenvironment. The focus is on explaining and demonstrating how the tourism industry in your chosen destination is part of a broader tourism system that is in turn affected by macro-environmental factors. A starting point of consideration – how have broader macro-environmental factors affected tourism development in your destination? (e.g., things like COVID-19, the economic recession, increased travel accessibility through low-cost airlines, ageing Baby Boomers, etc.) Be specific in your explanation and application to your chosen destination. Refer to Module 4 to ensure you are discussing and applying relevant content.
3. Discuss and explain how tourism has developed within this destination over time. Module 5 is where relevant content is housed. In particular apply either or Butler's (1980) tourist area lifecycle evolution and/or the concept of evolutionary economic geography to describe how tourism has developed in your chosen destination over time. If you are applying Butler (1980), make sure to identify changes in demand and supply as the destination has moved through the different stages. If you are applying the concept of evolutionary economic geography, make sure to discuss the concepts of path dependence, new path creation, the role and important of networks and knowledge diffusion, and key tourism stakeholders in shaping tourism development.
4. Analyze community responses to tourism development in your chosen destination over time. Module 5 is where you will find relevant content for this section. Choose one of the provided models (the one you deem most relevant to the situation within your destination) and use it as the basis for examining how the community has responded to tourism development over the years. While formal reports and plans often provide insight into community attitudes and responses to tourism development, newspaper articles that cover community events, protests, or even city council meetings, can provide further evidence as to how a community feels about tourism.
5. Any issues and impacts that have resulted from tourism development within your chosen destination also needs to be discussed and analyzed. This section draws upon modules 6, 7, and 8. Here you need to discuss both positive and negative economic, technological, and socio-cultural impacts specific to your destination that have been a result of tourism development. (e.g., increased jobs for local residents, implementation of a free transit system, introduction of free wifi, increased congestion and crowding, inequity, etc.) Provide examples specific to your chosen destination.
6. To complete your destination case study analysis, provide a conclusion that summarizes the main points made from the analysis, and also make sure to update your reference list and appendix (if you have one). Finally, you need to incorporate an executive summary at the very beginning of your analysis. This goes after your title page, but before your table of contents.
An executive summary is very important as it is typically the first thing that managers, investors, etc. read. It is a summary of ALL key findings from your analysis. Explanation and justification does not need to be provided for your findings (that's all provided in each of the detailed sections), but the idea is that a manager should be able to read just the executive summary and know what the key findings and analysis are. This is very different to an introduction, which simply introduces what is to come. (e.g., an introduction typically follows this kind of format: “In this analysis of x, an overview of the destination, along with a detailed examination of the tourist experience, is provided and the types of tourist that the destination attracts. This is followed by...”)

In contrast, an executive summary will be more like this: “This detailed analysis of mountain resort community of Steamboat Springs in Colorado highlights the important role that the ski resort plays for winter tourism, while the local community and downtown center, along with the surrounding natural environment are key attractors in the summertime. Tourists in the winter typically hail from Texas and other southern states, whether second-home owners or families, with the key focus being skiing and snowboarding, while in the summertime road-tripping families who are looking to partake in a range of events, outdoor activities, and shopping and dining are the key market.”

Criteria for success:
This is either an individual or an assignment to be undertaken in groups of up to three students. It is important that you draw upon the different concepts and frameworks discussed in the relevant modules. Your report needs to be supported by academic literature, and other relevant and credible sources. In particular, make sure that any claims you make about the destination are supported with relevant and credible evidence.

This report should be written and presented in a professional manner. You are required to use headings and sub-headings to clearly separate each of the different sections. Make sure to include a title page, table of contents, and also a reference list and appendix (if required). Appendices are used to include additional supporting information – anything that is central to your discussion needs to be included in the body of the report. Use appropriate language and style – writing in the first person should be avoided.

Part 2 is due Week 8 on Friday at 11:59pm, MST. It is worth 120 points and should be no longer than 20-25 pages, Times New Roman size 12 font, double-spaced. Every student needs to submit an assignment through Canvas (even if you are working in a group). Points will be subtracted for late submissions (1 point per day) unless you have reached out to the instructor prior to the due date to ask for an extension, and it is approved. Please refer to the rubric below to see how points will be allocated.

NRRT600 Rubric for Destination Case Study Analysis – PART 2 (120 Points)

<table>
<thead>
<tr>
<th>Levels of Achievement</th>
<th>Exemplary (10 points)</th>
<th>Proficient (5 points)</th>
<th>Below Expectations (0 points)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ability to identify and synthesize relevant content</td>
<td>All provided content is highly related to the relevant topic area and</td>
<td>Content provided mostly relates to the relevant topic area, but it is not entirely</td>
<td>Content provided does not relate to the relevant topic areas.</td>
</tr>
<tr>
<td>Ability to be clear, concise, and coherent</td>
<td>Content provided is clear and concise and links are used to draw links between relevant topics.</td>
<td>Content provided is somewhat clear and/or concise. There is some coherence between the topics.</td>
<td>Content provided is not clear and/or concise. There is a lack of coherence between the topics.</td>
</tr>
<tr>
<td>------------------------------------------</td>
<td>-------------------------------------------------------------------------------------------------</td>
<td>----------------------------------------------------------------</td>
<td>------------------------------------------------------------------</td>
</tr>
<tr>
<td>Ability to analyze, and apply relevant concepts, theories and models</td>
<td>Different concepts, theories, and models are thoughtfully analyzed and applied as they relate to the case study destination.</td>
<td>Some relevant concepts, theories, and models are analyzed and applied to the case study destination.</td>
<td>There is limited or no analysis or application of relevant concepts, theories, and models to the case study destination.</td>
</tr>
<tr>
<td>Ability to justify arguments provided</td>
<td>Student is able to justify arguments provided using evidence.</td>
<td>Student is sometimes able to justify arguments provided using evidence.</td>
<td>Student does not provide justification or evidence to support arguments.</td>
</tr>
<tr>
<td>Ability to evaluate relevance and credibility of content</td>
<td>Student has used relevant and credible sources of information.</td>
<td>Student has mostly used relevant and credible sources of information.</td>
<td>Student has not evaluated the relevance and credibility of the information.</td>
</tr>
<tr>
<td>Discussion and analysis of the broader tourism system and the effect of macro-environmental factors</td>
<td>A high quality, detailed, and relevant discussion and analysis of the broader tourism system, and the effect of macro-environmental factors on tourism in your chosen destination is provided.</td>
<td>A discussion and analysis of the broader tourism system, and the effect of macro-environmental factors on tourism in your chosen destination is provided.</td>
<td>Limited discussion and analysis of the broader tourism system, and the effect of macro-environmental factors on tourism in your chosen destination is provided.</td>
</tr>
<tr>
<td>Discussion and analysis of tourism development within the destination over time</td>
<td>A high quality, detailed, and relevant discussion and analysis of how tourism has development over time within destination is provided. Application of relevant theories and models is provided to examine destination development.</td>
<td>A discussion and analysis of how tourism has development over time within destination is provided. Some application of relevant theories and models is provided to examine destination development.</td>
<td>Limited discussion and analysis of how tourism has development over time within destination is provided. No application of relevant theories and models is provided to examine destination development.</td>
</tr>
<tr>
<td>Discussion and analysis of community responses to tourism development</td>
<td>A high quality, detailed, and relevant discussion and analysis on community responses to tourism development is provided. Application</td>
<td>A discussion and analysis on community responses to tourism development is provided. Some application of relevant theories and models is provided.</td>
<td>Limited discussion and analysis on community responses to tourism development is provided. No application of relevant theories and models is provided.</td>
</tr>
<tr>
<td><strong>Discussion and analysis of issues and impacts resulting from tourism development</strong></td>
<td>A high quality, detailed, and relevant discussion and analysis on issues and impacts resulting from tourism development is provided.</td>
<td>A discussion and analysis on issues and impacts resulting from tourism development is provided.</td>
<td>Limited discussion and analysis on issues and impacts resulting from tourism development is provided.</td>
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</tr>
<tr>
<td><strong>Executive summary</strong></td>
<td>The executive summary clearly and concisely summarizes all main points of the report.</td>
<td>The executive summary somewhat clearly and concisely summarizes all main points of the report.</td>
<td>The executive summary does not clearly and concisely summarizes all main points of the report.</td>
</tr>
<tr>
<td><strong>Presentation and organization of analysis</strong></td>
<td>Format is clear and logical. There are rare errors in format of font, content, and all sections are present. Relevant headings and sub-headings are used to clearly present the content.</td>
<td>Overall format is relatively clear and logical. Consistency is mostly maintained throughout the analysis. Headings and sub-headings are somewhat relevant and used to clearly present the content.</td>
<td>Format is illogical and difficult to read. Arguments are not made clear to the reader. Headings and sub-headings are not relevant and/or used appropriately to clearly present the content.</td>
</tr>
<tr>
<td><strong>Mechanics of writing</strong></td>
<td>Submissions are grammatically correct with rare misspellings. Use of language is appropriate for the recommended audience. All sources were correctly cited, both within the text and in the reference list.</td>
<td>Few errors in spelling and grammar. Use of language is sometimes inappropriate for the recommended audience. Sources were cited with some errors, both within the text and in the reference list.</td>
<td>Poor spelling and grammar in posts. Use of language inappropriate for the recommended audience. Sources missing both within the text and in the reference list.</td>
</tr>
</tbody>
</table>

**Academic Integrity Policy**

This course will adhere to the CSU Academic Integrity Policy as found in the General Catalog, the [Graduate and Professional Bulletin](#), and the [Student Conduct Code](#). Academic integrity is conceptualized as doing and taking credit for one's own work. Violations of the university's academic integrity standards include, but are not limited to:

- **Cheating**—includes using unauthorized sources of information and providing or receiving unauthorized assistance on any form of academic work or engaging in any behavior specifically prohibited by the faculty member.
- **Plagiarism**—includes the copying of language, structure, ideas, or thoughts of another, and representing them as one’s own without proper acknowledgment.
• Unauthorized Possession or Disposition of Academic Materials—includes the unauthorized selling or purchasing of examinations or other academic work; stealing another student’s work; unauthorized entry to or use of material in a computer file; and using information from or possessing exams that an instructor did not authorize for release to students.
• Falsification—includes any untruth, either verbal or written, in one’s academic work.
• Facilitation—includes knowingly assisting another to commit an act of academic misconduct.

At a minimum, violations will result in a grading penalty in this course and a report to the Office of Conflict Resolution and Student Conduct Services.

COPYRIGHT
Please do not share material from this course in online, print, or other media. Course material is the property of the instructor who developed the course. Materials authored by third parties and used in the course are also subject to copyright protections. Posting course materials on external sites or sharing materials with those not registered in the class may violate both copyright law and the CSU Student Conduct Code. Students who share course content without the instructor’s express permission could face appropriate disciplinary or legal action.

CSU HONOR PLEDGE
Academic integrity lies at the core of our common goal: to create an intellectually honest and rigorous community. Because academic integrity, and the personal and social integrity of which academic integrity is an integral part, is so central to our mission as students, teachers, scholars, and citizens, I will ask that you affirm the CSU Honor Pledge as part of completing your work in this course. While you will not be required to affirm the honor pledge, you will be asked to affirm the following statement at the start of your exams:

"I have not given, received, or used any unauthorized assistance."

Further information about Academic Integrity is available at CSU’s Practicing Academic Integrity.

UNIVERSAL DESIGN FOR LEARNING
I am committed to the principle of universal learning. This means that our classroom, our virtual spaces, our practices, and our interactions be as inclusive as possible. Mutual respect, civility, and the ability to listen and observe others carefully are crucial to universal learning. Please consider the following:
• Freedom of speech doesn’t mean freedom from consequences of that speech. You are responsible for the impact of how you decide to express yourself.
• Hateful speech can cause real harm to others, to relationships, to your reputation, and to your future career plans – even if it’s protected by the First Amendment.
• CSU’s Principles of Community challenge us to treat each other with respect and integrity, even when we disagree.
• CSU welcomes spirited dialogue and the opportunity to exchange challenging ideas without personal attack.

CSU PRINCIPLES OF COMMUNITY:
Inclusion: We create and nurture inclusive environments and welcome, value and affirm all members of our community, including their various identities, skills, ideas, talents and contributions.
**Integrity**: We are accountable for our actions and will act ethically and honestly in all our interactions.

**Respect**: We honor the inherent dignity of all people within an environment where we are committed to freedom of expression, critical discourse, and the advancement of knowledge.

**Service**: We are responsible, individually and collectively, to give of our time, talents, and resources to promote the well-being of each other and the development of our local, regional, and global communities.

**Social Justice**: We have the right to be treated and the responsibility to treat others with fairness and equity, the duty to challenge prejudice, and to uphold the laws, policies and procedures that promote justice in all respects.

**ACCOMMODATION OF NEEDS**

If you are a student who will need accommodations in this class, please contact me to discuss your individual needs. Any accommodation must be discussed in a timely manner prior to implementation. A verifying memo from the Student Disability Center may be required before any accommodation is provided.

The Student Disability Center (formerly Resources for Disabled Students, or SDC; [http://rds.colostate.edu/](http://rds.colostate.edu/)) has the authority to verify and confirm the eligibility of students with disabilities for the majority of accommodations. While some accommodations may be provided by other departments, a student is not automatically eligible for those accommodations unless their disability can be verified and the need for the accommodation confirmed, either through SDC or through acceptable means defined by the particular department. Faculty and staff may consult with the Student Disability Center staff whenever there is doubt as to the appropriateness of an accommodative request by a student with a disability.

The goal of SDC is to normalize disability as part of the culture of diversity at Colorado State University. The characteristic of having a disability simply provides the basis of the support that is available to students. The goal is to ensure students with disabilities have the opportunity to be as successful as they have the capability to be.

Support and services are offered to student with functional limitations due to visual, hearing, learning, or mobility disabilities as well as to students who have specific physical or mental health conditions due to epilepsy, diabetes, asthma, AIDS, psychiatric diagnoses, etc. Students who are temporarily disabled are also eligible for support and assistance.

Any student who is enrolled at CSU, and who self-identifies with SDC as having a disability, is eligible for support from SDC. Specific accommodations are determined individually for each student and must be supported by appropriate documentation and/or evaluation of needs consistent with a particular type of disability. SDC reserves the right to ask for any appropriate documentation of disability in order to determine a student's eligibility for accommodations as well as in support for specific accommodative requests. The accommodative process begins once a student meets with an accommodations specialist in the Student Disability Center.

**RELIGIOUS OBSERVANCE**

CSU does not discriminate on the basis of religion. Reasonable accommodation should be made to allow individuals to observe their established religious holidays. Students seeking an exemption from
attending class or completing assigned course work for a religious holiday will need to fill out the Religious Accommodation Request form and turn it in to the Division of Student Affairs, located on the second level of the Administration building.

Students can obtain a form online: http://www.studentaffairs.colostate.edu/religious-holidays or from the Division of Student Affairs.

Once turned in, the Division of Student Affairs will review the request and contact the student accordingly. If approved, the student will receive a memo from the Dean of Students to give to their professor or course instructor.

STUDENTS ARE ASKED TO TURN IN THE REQUEST FORMS AS SOON AS THE CONFLICT IS NOTICED. SIMILARLY, UNANTICIPATED CONFLICTS REQUIRING A RELIGIOUS OBSERVANCE, SUCH AS A DEATH IN THE FAMILY, CAN ALSO BE REVIEWED.

**Undocumented Student Support**
Any CSU student who faces challenges or hardships due to their legal status in the United States and believes that it may impact their academic performance in this course is encouraged to visit https://undocumented.colostate.edu for resources and support.

**Undocumented Student Support**
Any student who has difficulty affording groceries or accessing sufficient food to eat every day, or who lacks a safe and stable place to live, and believes this may affect their performance in the course, is urged to contact your academic advisor or the Dean of Students for support. Furthermore, please notify the professor if you are comfortable in doing so.

CSU is committed to supporting students who are experiencing undue hardship and providing emergency funds when possible and food relief for our CSU community. If you find yourself in need of emergency funds, please reach out to the Office of Financial Aid, and if you are seeking food relief, please go to the Rams Against Hunger webpage to see which sources of support you are eligible to access: https://lsc.colostate.edu/slice/slice-engagement/rams-against-hunger/

**Title IX/Interpersonal Violence**
For the full statement regarding role and responsibilities about reporting Harassment, Sexual Harassment, Sexual Misconduct, Domestic Violence, Dating Violence, Stalking, and the retaliation policy please go to: http://oeo.colostate.edu/title-ix-sexual-assault. If you feel that your rights have been compromised at CSU, several resources are available to assist:

- Student Resolution Center, 200 Lory Student Center, 491-7165
- Office of Equal Opportunity, 101 Student Services, 491-5836

A NOTE ABOUT INTERPERSONAL VIOLENCE: IF YOU OR SOMEONE YOU KNOW HAS EXPERIENCED SEXUAL ASSAULT, RELATIONSHIP VIOLENCE AND/OR STALKING, KNOW THAT YOU ARE NOT ALONE. AS AN INSTRUCTORS WE ARE REQUIRED BY LAW TO NOTIFY UNIVERSITY OFFICIALS ABOUT DISCLOSURES RELATED TO INTERPERSONAL VIOLENCE. CONFIDENTIAL VICTIM ADVOCATES ARE AVAILABLE 24 HOURS A DAY, 365 DAYS A YEAR TO PROVIDE SUPPORT RELATED
TO THE EMOTIONAL, PHYSICAL, PHYSIOLOGICAL AND LEGAL AFTERMATH OF INTERPERSONAL VIOLENCE. CONTACT THE VICTIM ASSISTANCE TEAM AT: 970-492-4242.

**SYSTEM, MULTIMEDIA, AND SOFTWARE REQUIREMENTS**

Having trouble with the multimedia in this course? See the solutions below. Also, it is highly recommended that you access your course via a [high-speed Internet connection](#).

- **Problems with opening PDFs?**
  - Download [Adobe Reader](#).

- **Canvas acting funny?**
  - Download the correct version of [Java](#) for Canvas.

- **YouTube videos not playing?**
  - Download [Flash Player](#).

- **Videos not opening or playing on your Mac?**
  - Download [Windows Media Components for QuickTime](#).

- **Can't open content created with Microsoft Office Products?** Download the following viewers:
  - [Word Viewer](#)
  - [PowerPoint Viewer](#)
  - [Excel Viewer](#)
  - [Microsoft Office Compatibility Pack for Word, Excel, and PowerPoint File Formats](#)

- **Still having issues:**
  - Call the [CSU Help Desk at 970-491-7276](#) or [Email Help Desk Support](#)

You must have speakers installed and working properly on your computer before beginning the course.

You may need access to Microsoft Word, PowerPoint, and/or Excel to complete assignments. If you do not have access to the Microsoft Office applications, you may use one of the following free resources that allow you to save your files with Microsoft Office file extensions (.doc, .docs, .ppt, .xls):

- [Google Apps for CSU](#)—a free, outsourced communications suite endorsed by The University Technology Fee Advisory Board (UTFAB)
- [Open Office](#)—an open source productivity suite

**LIBRARY AND RESEARCH ASSISTANCE**

The CSU Libraries Help Desk provides research and technical assistance either in person at Morgan Library or by phone at 970-491-1841. Jocelyn Boice is the librarian supporting this course. Contact her by email at [jocelyn.boice@colostate.edu](mailto:jocelyn.boice@colostate.edu) or by phone at 970-491-3882 to ask questions or set up an appointment for in-depth research help.
SUGGESTED STUDY METHODS
Online education requires skills and habits that may be less essential in traditional courses. In order to be successful in your online course you will need:

- **Space**—Establish a comfortable and well-organized physical workplace.
- **Time management skills**—Set personal study and "classroom" time as you would do for a traditional course.
- **Organization skills**—Print out all class material (modules, PowerPoints, assignments, additional resources, and any work you generate) and keep everything in a single location. Maintain electronic backups of all class materials.
- **Communication skills**—Demonstrate a willingness to interact with your instructor and classmates through email, phone calls, discussion boards, and active participation in all class activities.
- **Initiative**—Seek help from your instructor and classmates, ask questions as they arise.
- **Discipline**—Pace yourself, complete all activities and assignments before the due date, follow through on all class requirements to completion.

The more closely you adhere to the recommendations above the greater your chances of having a successful semester and a rewarding online experience.

*Note: The instructor reserves the right to make changes to this syllabus throughout the semester.*