NRRT 270 Syllabus: *Principles of Natural Resource Tourism*

Department of Human Dimensions of Natural Resources, Colorado State University

INSTRUCTOR INFORMATION

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- Associate Professor (Affiliate)
  College of Urban and Environmental Science, Central China Normal University

Graduate Teaching Assistant

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Syllabus subject to change at Instructor's discretion

COURSE DESCRIPTION

This course provides students with an informational foundation in tourism and commercial recreation and gives students a more extensive knowledge of the tourism industry. Historical perspectives, the organization of tourism, and crucial tourism organizations and principles are examined. NRRT 270 is a required course for all Natural Resource Recreation and Tourism (NRRT) and Hospitality Management (HM) majors.

COURSE OBJECTIVES

1. To provide students with an informational foundation in tourism and commercial recreation and to help students develop a more extensive knowledge of the tourism industry.
2. To generate an awareness of the concerns of the travel and tourism industry and develop skills for identifying industry problems and proposing solutions.
3. To gain an understanding of the relationships between tourists, tourism developments, and the agencies and institutions that provide opportunities and programs for tourists.

COURSE MATERIALS

Required Text:

Goeldner, C. R., & Ritchie, J. R. (2012). *Tourism: Principles, practices, philosophies*, 12th Edition. Hoboken, NJ: John Wiley & Sons, Inc.

Please note, a preview of this book is available to you for FREE in Canvas in the first module. Additional readings may be required and announced in class for certain topics. These materials will be made available for students for free through Canvas.

COMMUNICATION

Your success in this course is very important to Dr. Knight. Please don't hesitate to reach out anytime. It is best to reach both the TA & Dr. Knight directly through the Canvas inbox tab to ensure all e-mails are received. You can expect a prompt reply from our team. Please note, communication submitted on the weekends may not be answered until the following Monday, so it is to your advantage to plan ahead.

CANVAS

For all of your courses, you will be using a Learning Management System called Canvas. CSU has many resources for students who are new to Canvas. Access to your courses on Canvas opens up the Friday before the start of the course. To access your courses on Canvas, click here. CSU also has a Canvas Orientation Course that is helpful for students who have never used Canvas before and it is strongly encouraged that all new students complete this orientation prior to starting their first course.

COURSE PRESENTATION AND PROCEDURES

This course will be presented via lecture and discussion, with other course content / materials provided in the Canvas (online) learning environment. The course is organized into fifteen weekly modules. Each module number reflects the week (i.e., Module 1 reflects the first week of content, Module 2 reflects the second week of content, etc.). Each module is divided up into several parts. Within each part, a combination of readings, interactive materials, and other graded activities are provided. Each of these activities are organized in sequential order and should be completed as such. Make sure that all assigned tasks and readings are completed prior to moving on to the next module. Please note, the weekly quizzes help you review your understanding of the module material. Also, you are finished with this class after completing Module 15. There is no final during Week/Module 16.

PARTICIPATION EXPECTATIONS

To get the most out of this course, it is recommended that you devote six hours a week to do the listed readings, read/listen to lectures/presentations, engage in discussions and projects, and complete your quizzes or exams. The course includes both on-campus and online students. Active participation *during every class in-person* is expected from on-campus students; active participation *in Canvas* is expected of online students. Specifically, **on-campus students need to be in class and will lose a minimum of five discussion points for the week if absent on research / discussion days (usually Wednesday and Friday). Students must e-mail the Graduate TA – before class begins, not after – if they have a valid excuse for missing the class and hope to make up lost discussion points.**

GRADING

I. COURSE GRADING

Task	Percent of Grade	Total Points
Discussion checkpoints (10 @ 10 pts each)	14%	100
Course projects (2 @ 50 pts each)	14%	100
Quizzes (10 @ 10 pts each)	14%	100
Tests (4 @ 100 pts each)	58%	400
Total	**100%**	**700**

Grades will be based on the total points accumulated from requirements listed above. Instructors will use +/- Grading. Grades will be assigned as follows.

Letter Grade	Percentage %
A+	98+
A	94–97
A-	90–93
B+	88–89
B	84–87
B-	80–83
C+	78–79
C	70–77
D	60–69
F	Less than 60

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II. COURSE ASSIGNMENTS

In a normal week, the class will usually follow this basic structure:

- Mondays – Lecture (start of new module; overview provided by instructor)
- Wednesdays – Research (alone or in project group; material uploaded in Canvas)
- Fridays – Quiz / Discussion / Feedback (in discussion group)

Quizzes (10 @ 10 pts each) / Exams (4 @ 100 pts each)

Dates for the quizzes and exams are specified in the course schedule provided and noted in Canvas. Quizzes are developed to help you prepare for the exams and are open-book. There are actually 12 quizzes in the course, but the two lowest scores will be dropped leaving a total of 10 graded quizzes counting toward your final grade. Exams are also open-book but have a limited time of two hours each. Study guides to assist with preparation for the exams will be provided in each of the four exam weeks. Quiz and exam content will pull from Monday lectures, the textbook, and other course material (e.g., guest lectures).

Discussions (10 @ 10 pts each)

Each student will earn 10 pts each per discussion: 5 pts for individually uploading project-related content in Canvas each week (usually due by 950am MST on Wednesdays), and 5 pts for "joining" their discussion group (usually on Fridays), comprised of other students working on other projects. In these discussion groups, students will share ideas related to their respective projects, providing comments for each other that encourage 1) an ongoing process of communication and feedback, and 2) project revisions / improvements until the final project is submitted. Specific discussion material to be uploaded will be described in class or in Canvas. There will be a total of 12 Discussions submitted (usually every Wednesday of non-exam weeks), but the two lowest scores will be dropped leaving a total of 10 graded discussions counting toward your final grade.

Discussion Rubric (10 pts)

Criteria	Description	Points		
		Advanced	Proficient	Basic
Content	Student uploads required content by due date in Canvas	4.5 to 5	4 to 4.5	<4
Discussion	Student offers meaningful feedback for other group members (in-person for on-campus students, or by written commentary for online students)	4.5 to 5	4 to 4.5	<4

Projects (2 @ 50 pts each)

- Project 1 – Tourism Principles Poster

  o Draft due the Monday of Module 8, 1159pm MST; Final due the Wednesday of Module 8, 1159pm MST

  o Students will work individually or in groups (five students max) each week, leading to the creation of a vertical poster with five major components:

    1. ISSUES: Major issues associated with ONE tourism system component (e.g., traveler behavior; tourism policy / governance; transportation; etc.)

    2. ORGANIZATIONS: Overview of current principles provided by three or more organizations addressing those issues

    3. PRINCIPLES: New principles proposed (drawing from current approaches)

    4. ITINERARY: Example dream destination itinerary (with photos) incorporating new principles

    5. IMPLICATIONS: Potential impact tied to three or more types of tourism (e.g., pro-poor tourism, sustainable tourism, adventure tourism, etc.)

  o Voting: in Week / Module 8, several top posters in the class will be identified by students. The instructor will share (and possibly print) these for final voting in Week / Module 9 of the course to determine the most impactful poster in the class.

Project 1 Rubric: Tourism Principles Poster

Criteria	Description	Points		
		Advanced	Proficient	Basic
Layout (25 pts)				
Title	The poster has a clear, succinct title	4.5 to 5	4 to 4.5	<4
Name(s) / Role(s)	Student names and brief role descriptions are provided at bottom of poster	4.5 to 5	4 to 4.5	<4
Headings	Headings for five required sections are present and clear	4.5 to 5	4 to 4.5	<4
APA Table / References	The poster includes >1 APA table and >5 APA references tied to clear in-text citations	4.5 to 5	4 to 4.5	<4
Aesthetics	The poster exhibits appealing use of color, photos, succinctness, bullet points, flow, and spacing	4.5 to 5	4 to 4.5	<4

Project 1 Rubric (Cont.)

Content (25 pts)

Issues	Includes brief description of the tourism system component under consideration followed by clear bullet points highlighting the associated issues	4.5 to 5	4 to 4.5	<4
Organizations	Includes a brief overview of existing principles proposed / used by >3 organizations associated with the issues being addressed	4.5 to 5	4 to 4.5	<4
Principles	Offers a set of five to ten new principles addressing the issues at hand; includes a clear descriptor and description for EACH new principle as well as a creative title for the list overall	4.5 to 5	4 to 4.5	<4
Itinerary	Presents an example itinerary of three to five days in a "dream destination"; offers a "trip score" based on application of each principle to various trip considerations	4.5 to 5	4 to 4.5	<4
Implications	Considers at least one benefit and one challenge associated with following the new principles in each of three tourism contexts (e.g., dark tourism, etc.)	4.5 to 5	4 to 4.5	<4

- Project 2 – Local Action Proposal
  - o due the Sunday of Module 15 at 1159pm MST
  - o Students will work individually or in groups (five students max) each week, leading to the creation of a proposal in any non-Word format (e.g., pdf; Canva infographic; video three-min or less; PowerPoint; etc.) with five major components:
    1. DESTINATION: Overview of the local destination (with photos)
    2. PROBLEM: Description of the tourism-related problem of interest and organizations involved (spheres of student concern / student control)
    3. IDEAS: student(s) must summarize findings from firsthand interactions with three or more people in a local organization (bullet-point or table format)
    4. ACTION: Description of proposed innovation, actual or expected impact, five or more related principles guiding its implementation, and measures of success (in a single APA table)
    5. FUTURE: Next steps

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Project 2 Rubric: Local Action Proposal

Criteria	Description	Advanced	Proficient	Basic
Layout (25 pts)				
Title	Proposal has a clear, succinct title	4.5 to 5	4 to 4.5	<4
Name(s) / Role(s)	Student names and brief role descriptions are provided	4.5 to 5	4 to 4.5	<4
Headings	Headings for five required sections are present and clear	4.5 to 5	4 to 4.5	<4
APA Table / References	The proposal includes >1 APA table and >5 APA references tied to clear in-text citations	4.5 to 5	4 to 4.5	<4
Aesthetics	The proposal exhibits appealing use of color, photos, succinctness, bullet points, flow, and spacing	4.5 to 5	4 to 4.5	<4
Content (25 pts)				
Destination	Includes a description and photos of the destination with bullet points highlighting crucial facts / trends	4.5 to 5	4 to 4.5	<4
Problem	Includes an overview of the problem and <u>key</u> local organizations involved	4.5 to 5	4 to 4.5	<4
Ideas	Includes summary of firsthand interactions with three or more people in a local organization (bullet-point or table format)	4.5 to 5	4 to 4.5	<4
Action	Description of proposed innovation, actual or expected impact, five or more related principles guiding its implementation, and measures of success (in a single APA table)	4.5 to 5	4 to 4.5	<4
Future	Outlines three to five next steps required for idea implementation and success	4.5 to 5	4 to 4.5	<4

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III. LATE WORK POLICY

No late work will be accepted unless you are not feeling well or there are extenuating circumstances (e.g., medical, family, personal emergency). If you believe that your circumstance qualifies for this "extenuating circumstance" exemption, contact the professor and TA via e-mail before the class period to be missed and explain the situation. If at any time you are concerned about your grade in this course, you are encouraged to communicate with the instructors as soon as possible.

COURSE POLICIES & OTHER PROCEDURES

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

This course will adhere to the CSU Academic Integrity/Misconduct policy as found in the General Catalog and the Student Conduct Code. 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. Further information about Academic Integrity is available at CSU's Academic Integrity - Student Resources.

STUDENT CASE MANAGEMENT (AND UNIVERSITY-SANCTIONED ABSENCES)

If you are unable to engage in the weekly content of this course and submit assessments on the required due date, due to a personal crisis during the semester, you must contact CSU Student Case Management and Referral Coordination. This office provides crisis prevention and intervention services. In difficult situations, such as medical, mental health, behavioral, personal or family crisis, illness, or injury, a student may find it difficult to navigate the resources and services available. Student Case Managers consult with students, faculty, staff, families, and providers to offer guidance on the next best steps. Once the instructor of this course receives confirmation of the personal crisis that you have experienced from Student Case Management, they will determine how to best handle the content and/or assessments that you have missed.

MANDATORY REPORTING

CSU's Discrimination, Harassment, Sexual Harassment, Sexual Misconduct, Domestic Violence, Dating Violence, Stalking, and Retaliation policy designates faculty and employees of the University as "Responsible Employees". This designation is consistent with federal law and guidance and requires faculty to report information regarding students who may have experienced any form of sexual harassment, sexual misconduct, relationship violence, stalking or retaliation. This includes information shared with faculty in person, via electronic communications, or in class assignments. As "Responsible Employees", faculty may refer students to campus resources (see below), together with informing the Office of Support and Safety Assessment. Information regarding sexual harassment, sexual misconduct, relationship violence, stalking and retaliation is treated with the greatest degree of confidentiality possible for student and campus safety.

- Any students who may be the victim of sexual harassment, sexual misconduct, relationship violence, stalking or retaliation is encouraged to report to CSU through one or more of the following resources:
  - o Emergency Response 911
  - o Deputy Title IX Coordinator/Office of Support and Safety Assessment (970) 491-1350
  - o Colorado State University Police Department (non-emergency) (970) 491-6425

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.

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 Resources for Disabled Students may be required before any accommodation is provided.

SYSTEM, MULTIMEDIA, AND SOFTWARE REQUIREMENTS

For this course, it is recommended that you use Google Chrome as your web browser. This will ensure that the weekly content and pdf links function as designed. If you do not have Google Chrome, you will still be able to access the content for this course, however, you may have to download it as a pdf file. Furthermore, web links may need to be copied into your web browser as they may not be automatically linked. 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?
    - o Download Adobe Reader.
- YouTube videos not playing?
    - o Download HTML5 Player (this replaced Flash Players recently).
- Videos not opening or playing on your Mac?
    - o Download Windows Media Components for QuickTime.
- Still having issues:
    - o Call the **CSU Help Desk at 970-491-7276** or e-mail the 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.

TECHNICAL SUPPORT

Need technical assistance with your Canvas course? Try the following:
- Visit the [Help Desk](#) web page to troubleshoot common browser and Java issues.
- Call 970-491-7276.
- e-mail [e-mail the Help Desk Support](#).

SUGGESTED STUDY METHODS

Learning requires skills and habits across university courses, whether online or face-to-face. To be successful in this 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 any 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 e-mail, 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 learning experience.