TOURISM INDUSTRY CONCEPTS AND PRACTICES

PROFESSOR INFORMATION

David W. Knight, PhD
Email: david.knight@colostate.edu
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.
    - (970) 491-7276
    - 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.

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 crucial policy, risk management, and technological aspects associated with tourism development. This will provide you with a holistic understanding of the tourist and tourism systems and how these interplay with 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 to tourism development

- Evaluate different tourism management strategies and considerations
- Identify and discuss the different stages and management considerations of the tourist experience and destination development
- Apply digital technology and tourism partnerships for enhancing global understanding (e.g., connecting MTM students on-campus, online, and in China)
- Critically examine crucial policy, risk management, and technological aspects of tourism
- Conceptualize and explain key dynamics, challenges, and trends of the tourism industry.

REQUIRED TEXTS:

There are no required texts for this course.

OTHER REQUIRED OR SUPPLEMENTAL MATERIALS

Module 1: Defining and Characterizing Tourists

- Leiper, N. (1979). The framework of tourism: Towards a definition of tourism, tourist, and the tourist industry. *Annals of Tourism Research*, *6*(4), 390–407.
- Plog, S. (2001). Why destination areas rise and fall in popularity. *Cornell Hotel and Restaurant Administration Quarterly*, *42*(3), 13–24.
- Acott, T. G., La Trobe, H. L., & Howard, S. H. (1998). An evaluation of deep ecotourism and shallow ecotourism. *Journal of Sustainable Tourism*, *6*(3), 238–253.
- McKercher, B., & du Cros, H. (2003). Testing a cultural tourism typology. *International Journal of Tourism Research*, *5*(1), 45–58
- Litvin, S. W. (2006). Revisiting Plog's model of allocentricity and psychocentricity...One more time. *Cornell Hotel and Restaurant Administration Quarterly*, *47*(3), 245–253.

Module 2: Tourist Motivations

- Chapter 3 - Page, S, J. (2012). *Tourism Management: An Introduction* (4th ed.). Hoboken, NJ: Taylor & Francis.
- Pearce, P. L., & Lee, U.-I. (2005). Developing the travel career approach to tourist motivation. *Journal of Travel Research*, *43*(3), 226–237.
- Lee, G., O'Leary, J. T., Lee, S. H., & Morrison, A. (2002). Comparison and contrast of push and pull motivational effects on trip behavior: An application of a multinomial logistic regression model. *Tourism Analysis*, *7*(2), 89-104
- Dann, G. M. S. (1977). Anomie, ego-enhancement and tourism. *Annals of Tourism Research*, *IV*(4), 184–194.
- Crompton, J. L. (1979). Motivations for pleasure vacation. *Annals of Tourism Research*, *6*(4), 408–424.

Module 3: The Tourist Experience

- Pine, J., & Gilmore H., J. (1998). Welcome to the experience economy. *Harvard Business Review*, *76*, 97–105.
- Woodside, A. G. and Sherrell, D. (1977) Traveler Evoked, Inept, and Inert Sets of Vacation Destinations. *Journal of Travel Research. 16*(1): 14-18. DOI: 10.1177/004728757701600105
- Crompton, J. (1992). Structure of vacation destination choice sets. *Annals of Tourism Research*, *19*(3), 420–434.

- Decrop, A. (2010). Destination choice sets: An inductive longitudinal approach. *Annals of Tourism Research*, *37*(1), 93–115.

Module 4: The Tourism Industry
- Smith, S. L. J. (1994). The tourism product. *Annals of Tourism Research*, *21*(3), 582–595.
- Smith, S. L. J. (1988). Defining tourism: A supply-side view. *Annals of Tourism Research*, *15*(2), 179–190.
- Leiper, N. (1990). Tourist attraction systems. *Annals of Tourism Research*, *17*(3), 367–384.
- Hall, C. M., Scott, D., & Gössling, S. (2020). Pandemics, transformations and tourism: Be careful what you wish for. *Tourism Geographies*, *22*(3), 577-598.
- Lewis, R. D., & Green, S. (1998). Planning for stability and managing chaos: The case of Alpine ski resorts. In E. Laws, B. Faulkner, & G. Moscardo (Eds.), *Embracing and Managing Change in Tourism* (pp. 138–160). London: Routledge.

Module 5: Tourism Destination Development
- Ma, M., & Hassink, R. (2013). An evolutionary perspective on tourism area development. *Annals of Tourism Research*, *41*, 89–109. https://doi.org/10.1016/j.annals.2012.12.004.
- Brouder, P. (2017). Evolutionary economic geography: reflections from a sustainable tourism perspective. *Tourism Geographies*, *19*(3), 438–447.
- Benjamin, S., Dillette, A., & Alderman, D. H. (2020). "We can't return to normal": Committing to tourism equity in the post-pandemic age. *Tourism Geographies, 22*(3), 476-483. DOI: https://www.tandfonline.com/doi/full/10.1080/14616688.2020.1759130
- Wang, N. (1999). Rethinking authenticity in tourism experience. *Annals of Tourism Research*, *26*(2), 349–370.

Module 6: Tourism Policy and Risk Management
- Edgell, D. L., & Swanson, J. (2019). Chapter 1 (Intro) plus one more Chapter of student's choice. *Tourism policy and planning: Yesterday, today, and tomorrow*. Routledge.
  - This book is available in full in the CSU library online and can be accessed online at the following Proquest site (you'll need to login with your CSU ID): https://ebookcentral.proquest.com/lib/csu/reader.action?docID=5453438&ppg=11.
- United Nations Office for Disaster Risk Reduction (UNDRR). (2019). Global Assessment Report on Disaster Risk Reduction. Chapter 1: How We Got to Now (pp. 25-34). Link to full report: http://gar.undrr.org/sites/default/files/reports/2019-06/full_report.pdf.
- Reddy, M. V., Boyd, S. W., & Nica, M. (2020). Towards a post-conflict tourism recovery framework. *Annals of Tourism Research, 84*, 102940. DOI: https://doi.org/10.1016/j.annals.2020.102940.

Module 7: Tourism, Technology, and Future Considerations
- Buhalis, D. (2021). Smart Tourism at the Great Bay Area, China (YouTube). Organized by The School of Hotel and Tourism Management, Hong Kong Polytechnic University. Link: https://www.youtube.com/watch?v=vKSTaRvNEWU.
- Bethune, E., Buhalis, D., & Miles, M. (2022). Real time response (RTR): Conceptualizing a smart systems approach to destination resilience. *Journal of Destination Marketing & Management, 23*, 100687. DOI: https://doi.org/10.1016/j.jdmm.2021.100687.

- Stankov, U., Gretzel, U. (2020). Tourism 4.0 technologies and tourist experiences: A human-centered design perspective. *Information Technology & Tourism, 22*, 477–488. DOI: https://doi.org/10.1007/s40558-020-00186-y.
- Skift. (October, 2021). Executive Q&A: Creating Sustainable Solutions in Travel's New Era (Saudi Arabia/Red Sea tourism development). Link: https://skift.com/2021/10/05/red-sea-development-creating-sustainable-solutions-in-travels-new-era/.

Module 8: Tourism Industry Analysis and Course Evaluation
- Buhalis, D. (2000). Marketing the competitive tourism destination of the future. *Tourism Management, 21*, 97-116.
- Review course readings and other content
- Course evaluation

COURSE PRESENTATION AND PROCEDURES

Content for this course is organized into eight weekly modules. Each module is divided up into one or more 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 – listening to presentations/videos 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 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 weekly synthesis of course content, the two minor assignments (MTM video and discussion leadership), and the major course project (final global tourism concept map + analysis) 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.

ASSIGNMENT*	POINTS	GRADE %
Weekly Individual Synthesis (7 @ 20 pts each)	140	40%
Minor Individual Assignment: MTM Cohort Video	60	17%
Minor Group Assignment: Discussion Leadership	50	14%
Major Group Assignment: Global Tourism Concept Map + Analysis	100	29%
Total:	**350**	**100 %**

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

GRADE DESCRIPTION

97-100% = A+
90-96% = A
87-89% = B+
80-86% = B
70-79% = C
60-69% = D
0-59% = F

ASSIGNMENT DETAILS

I.   Weekly Individual Synthesis (7 @ 20 pts each)

MTM students in each section (on-campus and online) will be randomly assigned to a smaller discussion group to synthesize course content each week (Modules 1-7). The purpose is to have you individually organize/compile your own thoughts around crucial topics likely to be relevant **10 years from now** (so think "big picture"), and then share those thoughts in a single post with the others in your small group.

The synthesis should be posted in Canvas in bullet-point format and include five or more "takeaways" from the module tied to real-world tourism dynamics, challenges, and/or trends. A few clarifying expectations include:

- Each takeaway should have a brief title.
- Each of the five takeaways you'll be submitting should be around 100 words in length (so ~500 words total for the overall submission, excluding title / reference list).
- The takeaway should NOT be a mere summary of the concept (save summaries for your own course notes). Instead, you should reflect on, explain, critique, and / or apply whatever the takeaway happens to be. That is, delve a little more deeply into why the takeaway is of interest to you, what's surprising about it, and why it might matter to the world of tourism.

- **At least two takeaways should be from required course readings. Overall, you should include proper APA citations/references for THREE or more required readings from the module**. The other three takeaways can be from course lectures/videos, from informal student commentary offered at any point in the module, from in-class discussions (e.g., those led by students in Modules 4-7), etc. No APA citations are required when referencing videos/lectures/student commentary, but you should be clear as to the source(s) for each takeaway.

Rubric (20 pts/post)

Criteria	Description	Points		
		Advanced	Proficient	Basic
Takeaway quantity	Synthesis includes five takeaways total, with at least two takeaways tied to required course readings (≥three readings overall)	4.5-5	4-4.5	<4
Takeaway quality	Each takeaway offers in-depth insights linking course content to real-world tourism dynamics, challenges, and/or trends	4.5-5	4-4.5	<4
Grammar/ APA	Synthesis includes proper grammar/spelling/ punctuation throughout, with APA citations and references for three or more required readings	4.5-5	4-4.5	<4
Overall Organization	Submission in Canvas by Sunday, 11:59pm MST in bullet-point format with clear headings	4.5-5	4-4.5	<4

II.   MTM Cohort Video (60 pts)

MTM students in all three programs (on-campus, online, China) will be required to film, edit, and share video footage about their respective MTM experiences with students in the other two programs. To do so, students from each cohort will film individual videos covering three main topics. Students in each cohort will then work together to combine these into a single compilation (<4 minutes) to be shared with students in the other two programs mid-semester (the video is due at the end of Module 7).

The three main topics to be addressed by each student in the final video include:

- **Personal Introductions**: the introduction should clearly state each student's full name, hometown and / or home country, and personal / professional interests;
- **Program Highlights**: this should highlight different aspects of the cohort's learning environment (home, work, campus, etc.); and

- **Cultural Dynamics**: this should highlight different aspects of the cultures (food, travel, customs, etc.) represented in a given cohort to share with students in the other two programs.

Note: students may decide to film any of these three topics individually or in groups of any size (e.g., as large as the entire cohort, if desired). However, each student needs to provide at least some commentary on each of the three topics in the final video compilation, as students will be graded on an individual basis (see rubric below).

Each student should also contribute in some way to compiling, structuring, editing, and submitting the final video compilation. A recommendation for this process (since the professor has worked with others to film and edit many videos in his day!) would be to have one or more students take on "leadership roles" by focusing on each of the following:

1. Introductions lead(s) – in week one of the course, each student e-mails the lead(s) a short introduction video (remember – students might also work in a group to create a video introducing multiple students at one time); the lead(s) for this section would then compile all of these into a single video focusing on student introductions;
2. Program Highlights lead(s) – in week two of the course, each student e-mails the lead(s) a short video highlighting some aspect of the learning process (remember – students might also work in a group to create a video in which multiple students speak on various program elements); the lead(s) for this section would then compile all of these into a single video focusing on program highlights;
3. Cultural Dynamics lead(s) – in week three of the course, each student e-mails the lead(s) a short video highlighting cultural dynamics represented within the cohort (remember – students might also work in a group to create a video in which multiple students speak on cultural dynamics); the lead(s) for this section would then compile all of these into a single video focusing on program highlights;
4. Final editing / compilation lead(s) – in week four of the course, the three section compilation videos (created and organized by respective section lead(s) outlined above) are e-mailed to the final editing / compilation lead(s); these individuals will complete the final product by adding a title, music, credits and (totally optional) basic subtitles in English and simplified Chinese before e-mailing it over to Dr. Knight for commentary and grading (you can always submit a rough draft for feedback *before* the due date on Sunday night of Module 7!).

Rubric (60 pts)

Criteria	Description	Points		
		Advanced	Proficient	Basic
Final video content	The student appears at least three times in the final video, offering clear and interesting commentary on the required entries (Intro, Program, and Culture)	18-20	16-18	<16
Final video quality	The student's contribution exhibits thought and intention around video lighting, sound, and commentary	18-20	16-18	<16

Leadership and collaboration	The student works with classmates to compile and produce a final video that is visually appealing and well-structured (with a title, music, and credits), e-mailed to the professor by one student before the Sunday of Module 7 at 11:59pm MST; credits should delineate the student's contribution to the final video	18-20	16-18	<16

III. Discussion Leadership Group (50 points)

The students comprising your weekly individual synthesis group (a random combination of on-campus and online students) will work together to guide one in-class discussion during class between Week 4 and Week 7. The group task is to prepare the discussion and lead a one-hour class session with guiding questions, support materials, etc. Approaches to consider are a series of prepared questions, doing mini exercises, breaking the class into small groups, etc. During class, the leadership group will have participants upload "products" created in class (responses, files, images, videos, etc.) onto the Canvas discussion board created by the instructor. The group should end with a brief reflection around those products (e.g., class voting, ranking, analysis, etc.).

Online students in the leadership group must participate in some way (by joining the session via Zoom, by recording/submitting a video commentary beforehand to be shown in class, or some other way). The leadership group should also post a Zoom link in Canvas so that other online participants (including MTM-China students) can participate with the live, in-person class session via Zoom if interested.

Week 8 will feature a collective debate over tourism policy issues directly related to tourism industry challenges like the pandemic (online students can join the final session in-person if in the Ft. Collins area; remote participation will not be available).

Rubric (50 pts)

		Points		
Criteria	Description	Advanced	Proficient	Basic
Whole-group leadership	All group members (on-campus and online students) equally share speaking responsibilities to inform, engage, and lead the whole-class discussion on the assigned day	9-10	8-9	<8
Clarifying key topics and activity goals (~20 min)	Group clearly outlines for participants key topics from all required module readings and videos, as well as the goals of their in-class activities	9-10	8-9	<8

		18-20	16-18	<16
Meaningful and creative engagement (~20 min)	Group incorporates activities that have participants meaningfully consider, and creatively apply, crucial aspects from all required module readings and videos (e.g., role-playing scenarios, visual artistry, debates, internet treasure hunts, white-board reflections, short film productions, etc.)	18-20	16-18	<16
Submission and discussion of participant products (~20 min)	During class, the group has "products" from participants uploaded onto Canvas discussion board (created by instructor) and ends with a brief reflection around those products (e.g., class voting, ranking, analysis, etc.)	9-10	8-9	<8

IV.   Global Tourism Concept Map + Analysis (100 pts)

For your final course project, you will work individually or in groups of up to five students (it's up to you) to synthesize your current understanding of key tourism dynamics, challenges, and trends. A whole-class discussion board will be available in Modules 4 and 5 to allow you to begin connecting with your classmates and brainstorming potential topics/approaches/groups.

The project consists of two parts, each worth 50 pts: 1) a concept map that visualizes the key components of modern tourism systems (e.g., consider the many figures presented by Dr. Buhalis' YouTube video in Module 7 as examples), and 2) a brief report (three pages + title page, references, etc.) applying course content and other sources to assess major tourism challenges and trends while offering your own recommendations to address them. While your concept map and report can cover any scale of analysis (from global, to national, to destination-level), we recommend that you narrow your scope to a single destination (e.g., city, small region, or small country) comprised of numerous attractions and significant tourism infrastructure (planned or existing). More details on these two project components are provided below.

1. Concept Map (50 pts)
    This map clearly arranges major components of the tourism system according to the scope you choose to analyze (e.g., destination-level), including characteristics of - and relationships between - crucial areas covered in this course and elsewhere (e.g., tourists, experiences, destinations, organizations, policies, technology, etc.). An Occam's razor approach should be employed; that is, your greatest challenge will be to keep your map meaningful/informative while not making it unnecessarily complex for readers. To do this, determining what NOT to include will be of vital importance.

    That said, the map should organize the categories and dynamics of the tourism system onto a *single page*. You can use any program to create the document (.ppt, .doc, Canva, etc.). Include a figure title and key or notes explaining potentially unclear items and embed the map (with a brief description) somewhere into your final report, described below.

2. Report (50 pts)
    Your report should include the following items:
    i.   Title Page (1 page)
    ii.   Table of Contents (1 page)
    iii.   Main Text (3 pages single-spaced, with 12-pt Times New Roman font, clear headings, and APA citations)
        a. Intro: Overview of the tourism system under consideration with a clear statement of the purpose for the report and reference to the Concept Map
        b. Challenges and Trends: Overview of three or more challenges and/or trends characterizing the tourism system under consideration
        c. Recommendations: Discussion of crucial actions or adaptations needed to enhance the tourism system under consideration, based on your analysis
    iv.   Concept Map (1 page; embedded somewhere into the report; does not count toward the 3 pages of main text).
    v.   APA Reference List (1 page; should include references for 10 or more articles from the course and/or elsewhere)

Have a single individual or group member upload the final Report (with embedded Concept Map) in Canvas by Friday of Module 8, 11:59pm MST.

Rubric (100 pts)

		Points		
Criteria	Description	Advanced	Proficient	Basic

Concept Map (50 pts)

Criteria	Description	Advanced	Proficient	Basic
Visual Appeal	The map is colorful, fits onto a single page, and contains a proper title (e.g., Figure 1. *Tourism system components and their relationships in Denver, Colorado and environs.*)	9-10	8-9	<8
Organization	The map incorporates clear headings and logical paths revealing crucial characteristics of (and relationships between) the components of your tourism system	9-10	8-9	<8
Parsimony	The map is meaningfully detailed (including sub-categories for major components), but not overly complex (i.e., readers can understand the "big picture")	9-10	8-9	<8
Notes/Legend	Any potentially unclear titles, color-coding, relationships, etc. are described via notes or a legend	9-10	8-9	<8

		9-10	8-9	<8
Research-based	The Map title is followed by "Sources" listing three or more articles from the course and/or elsewhere on which the final product was based	9-10	8-9	<8

Report (50 pts)

		9-10	8-9	<8
Required sections	Report includes all required items (Title page, Table of Contents, Main Text with three sections, embedded Concept Map, and APA Reference List)	9-10	8-9	<8
Writing quality	Provides a succinct, well-written and insightful analysis of the tourism system under consideration	9-10	8-9	<8
Overall Organization	Report uses 12-pt Times New Roman Font and clear headings throughout, meeting all page number requirements as described above	9-10	8-9	<8
Timeliness	Report is uploaded as a single document by one group member in Canvas by Fri of Module 8, 11:59pm MST	9-10	8-9	<8
APA Citations and References	Report uses proper APA format for in-text citations and closing reference list for 10 or more articles (three of which can be listed in the Concept Map title)	9-10	8-9	<8

EXTRA CREDIT OPPORTUNITY (10 pts): Course Evaluation

In the final module of the course, please complete the course evaluation by clicking on the tab to the left of your screen in Canvas. If 80% or more of you complete the survey, ALL of you will earn an additional 10 pts of extra credit toward your overall course grade.

Your feedback is extremely valuable and completely anonymous, so thank you in advance for offering any ideas for improvement or simply sharing what you enjoyed most about the course.

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 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/) 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 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.