NRRT 679B

CURRENT ISSUES IN NATURE-BASED TOURISM

FACULTY INFORMATION

Instructor: **Dr. Christina T. Cavaliere**
Tourism and Conservation Research Lab: *Director and Founder*
https://sites.warnercnr.colostate.edu/christinacavaliere/
Email: christina.cavaliere@colostate.edu
Please use EMAIL and not CANVAS to communicate *(I cannot always see the Canvas messages if you leave them on an assignment)*

Communication Policy: It is the student's responsibility to attend and participate in class. Please attend office hours for additional assistance. All emails should be written using professional formatting (appropriate greeting and salutation are required).

Please use the following link for information on how to write a professional email: https://owl.purdue.edu/owl/general_writing/academic_writing/email_etiquette.html. Emails will be monitored during office hours M-F 8:30am to 5pm and responses to emails will typically be provided within 36-48 hours during business days.

PREREQUISITES FOR COURSE

The course is designed to convey the complexity of current issues in nature-based tourism. NRRT 679A Current Issues in Nature-based Tourism is a prerequisite for the course.

COURSE DESCRIPTION & OBJECTIVES

This course is structured around the adult pedagogical framework that facilitates your development as a Critical Tourism Citizen (see Boluk, Cavaliere and Duffy, 2019). This course also examines the relationship between various information sources and current issues in nature-based tourism. In addition, this course will help prepare you to conduct basic content analysis and research for the professional world. Content research is required in non-profit, private, academic, governance and multilateral sectors and is an important way to communicate tourism trends and impacts. A very important goal of this course is to help you to gain an understanding of developing your critical thinking skills, which is deemed the most important skill by employers. By developing and applying a critical thinking lens to current issues in nature-based tourism you will learn to see that communication forms and validity changes between information sources. You will also have the opportunity to refine your public presentation skills that will help you in

the professional context. At the end of the course, you will have developed a full annotated bibliography of various information sources regarding current trends in nature-based tourism. You are encouraged to use this as an opportunity to refine a specific sub-theme that you are passionate about in nature-based tourism. This can serve as a beginning platform for helping you to build your research skills for future employment and/or future educational endeavors (e.g., thesis projects, future degrees or certificates, book developments, etc.)

THE FOLLOWING SPECIFIC OBJECTIVES ARE ADDRESSED:

1. To learn how to approach the applied and academic research process in tourism
2. To identify different credible information sources of current topics in nature-based tourism to combat greenwashing and empowering the learner for internalizing critical thinking skills
3. To apply critical lens regarding current events in nature-based tourism (how to analyze any topic from a critical perspective to understand issues and impacts in tourism: gender, positions of power, issues of diversity/equity/inclusion, tourism impacts especially on marginalized groups; issues of access to natural and cultural resources; ownership and decision-making processes)
4. To showcase professional presentation skills that incorporate complex critical analysis of cutting-edge topics
5. To develop a knowledge base in APA referencing and building a topical focused annotated bibliography
6. To prepare future research questions regarding current events in Nature-based tourism

TEXTBOOK / COURSE READINGS

Required readings will be located on Canvas

COURSE MATERIALS & EQUIPMENT

All course readings are provided through Canvas.

Equipment for this course include a steady internet connection, a working computer with programs able to access provided materials, write, connect with course instructors and colleagues online, the use of Microsoft office (a license is available to all CSU students) and PowerPoint to record video and audio presentations for project submissions (for 801 students).

During remote teachings of this course, synchronous students must be present in class for the scheduled times with video cameras turned on.

PARTICIPATION/BEHAVIORAL EXPECTATIONS

Participation in all class activities is required. Please see details below.

Please review the core rules of netiquette for some guidelines and expectations on how to behave in an online learning environment.

COURSE POLICIES

Learning Process: Learning is a reciprocal process facilitated through the continual exchange of ideas and information between the professor and students. It is the role of the professor to inspire the student to learn through whatever medium is most effective to the greatest number of students and it is the responsibility of the student to actively participate in the learning process with the professor, other students, and the community.

1.   All assignments are due no later than class time on the designated date.

2.   All assignments must be uploaded to the required Canvas folder by the due date. No email assignments will be accepted without prior permission.

3.   The A.P.A. (American Psychological Association) format must be used whenever referencing is required for assignments given. Failure to correctly utilize A.P.A. referencing style will have a negative impact on your grade.
https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_style_introduction.html

4.   Active participation is required for the benefit of your learning and skill development.

5.   Assignments will only be accepted late with a written note from a medical doctor.

6.   Topics for lectures may not exactly coincide with information in PowerPoints or on Canvas. It is imperative that you participate in class and take notes and regularly check Canvas.

7.   The use of excessive additional technology (laptops, ipads, cell phones etc- aside from the device being used for online class) will not be permitted. Eye contact with the professor and student peers is expected along with verbal engagement while in the online class. All ringers must be muted, and technology must not interfere with class or other students' learning.

8.   IT IS THE RESPONSIBILITY OF THE STUDENT WHO MISSES CLASS TO OBTAIN CLASSWORK THAT WAS DONE DURING HIS/HER ABSENCE. It is recommended that you establish a "study buddy" system with your student colleagues. Please also contact the course Teaching Assistant.

9.   Turnitin.com will be utilized for all research-based reports and projects. Turnitin.com is an online plagiarism prevention system. Students may be requested to submit their work in an electronic format to be submitted to Turnitin.com or asked to submit their work directly.

10.   Students need to take care of restroom and food/snack breaks before and after class. An occasional need happens to us all. Constant ups and downs are distractive to both the instructor and your fellow classmates. No food consumption is permitted in class as it is distracting (beverages are permitted). Please ensure your cameras are on and your background is professional. Movement, background noise and signs of being disengaged are distracting to the instructor and other students. **This will be accountant for in your participation grade.**

11.   Student must demonstrate professional communication skills while contacting anyone on behalf of this course (including the Professor or other students or community members). That means that written correspondence such as email should use a professional and respectful business tone including appropriate greetings and salutations (ex: Dear Dr. Cavaliere; Thank you for your time, Student Name). For your edification: How to write a professional email:

https://owl.purdue.edu/owl/subject_specific_writing/professional_technical_writing/business_writing_for_administrative_and_clerical_staff/sample_emails.html

GRADING POLICY

Grading Summary   Number of Points

Homework: Completed Research Assessment Rubric Form (6 total) 35%	
Participation: General Discussion and/or Engagement 5%	
Research Presentations (6 total) (Live section: in class presentation and submitted PPT; 801 section is PPT with embedded presentation recording) 60%	

*Synchronous participation (i.e. logged into class through Microsoft Teams with cameras operational) is required for the live section of the course.

**Participation is graded according to each student's enrollment, participation in class discussions, and engagement with course content. Your professional engagement and behavior throughout the online and synchronous environments will be assessed as part of your participation grade.

Grading Scale:

CSU Final Grades: A+, A, A-, B+, B, B-, C+, C, D, F. CSU does not use grades of C-, D+, or D-.

Grade	Range
A+	100%
A	< 96.67%
A-	< 93.33%
B+	< 90%
B	< 86.67%
B-	< 83.33%
C+	< 80%
C	< 76.67%
D	< 70%
F	< 60%

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

COURSE REQUIRMENTS

Full rubrics will be provided for assignments through Canvas and within this syllabus.

Current Events in Nature-based Tourism Homework Assignments: Research Assessment Forms (10 pts each/ 6 total)

There are 6 total homework assessment forms assigned throughout the course that are worth a total of 10 points each. The assessment forms are due directly before class and prior to your presentation. You cannot present without the homework assessment form being submitted on Canvas in addition to your PowerPoint presentation. The homework form helps you complete the critical thinking and research required to complete the weekly presentations. These assessment form assignments vary each week in content and requirements and are available both on Canvas and in this syllabus. Remember: No homework is accepted late for any reason unless you have a medical doctor's note.

Current Events in Nature-based Tourism Presentation Assignments (10 pts each/ 6 total)

A corresponding professional presentation will be delivered along with each of the homework research assessment forms. The presentation should cover the same information as the research assessment form but in a more visually engaging way (you are teaching the rest of the class about

your research findings). The presentation should be approximately 8-10 minutes along with a PowerPoint and use of other forms of creative multimedia (the field-based assignment in week 5 should contain some small part that you have actually filmed or created from photos from visiting the local field site/example). You should address all 5 sections of the homework research form in your presentation. In addition, make sure you have a Question-and-Answer portion on Critical Dialogue for your presentation. You are required to facilitate a professional and academic-based course discussion. For online sections please present the questions in your recorded PowerPoint presentation.

COURSE CONTENT SCHEDULE

This schedule is tentative and will change based on the needs of the class! *Please note this syllabus is subject to change at any time based on the context of the group. Please take notes in class and check Canvas regularly. I recommend the development of a "study buddy" system so that you can check with fellow classmates about information covered in class should you be absent.

See schedule outline below:

Tuesdays 12:00-1:45 Week of:	**NRRT 679 B Current Issues in Nature Based Tourism** Readings and Journal Articles *Please utilize Canvas for updated information and access to readings
October 16	**Week 1 Introduction to Course:** Syllabus; Assessment Rubrics; Learning Goals; Building an annotated Bibliography for Nature-based Tourism • Overview ALL course material • Address all questions regarding expectations • Mark calendar for due dates and especially the **FIELD VISIT**
October 23	**Week 2: Journalism and Mass Communications** (Suggestions provided below in Rubric within syllabus) 1.Critically assess information source and thematic material on the current topic 2.Complete the research assessment form (submit on Canvas BEFORE class) 3. Professional presentation that highlights the current topic; the information source, and your critical analysis form (Live class presents in-class/801 presents through a recording with your voice, and face visible in PowerPoint and then submitted on Canvas)
October 30	**Week 3: A-ranked Q1 Tourism Journal Article** (Use SJR link provided below in Rubric within syllabus to access Q1 TOURISM journals only!) 1.Critically assess information source and thematic material on the current topic 2.Complete the research assessment form (submit on Canvas BEFORE class) 3. Professional presentation that highlights the current topic; the information source, and your critical analysis form (Live class presents in-class/801 presents through a recording with your voice, and face visible in PowerPoint and then submitted on Canvas)
November 6	**Week 4: Nature-Based Tourism Film** (Nature-based tourism films only: Suggestions provided below in Rubric within syllabus) 1.Critically assess information source and thematic material on the current topic 2.Complete the research assessment form (submit on Canvas BEFORE class) 3. Professional presentation that highlights the current topic; the information source, and your critical analysis form (Live class presents in-class/801 presents through a recording with your voice, and face visible in PowerPoint and then submitted on Canvas)
November 13	**Week 5: Field Visit Interpretation & Industry Report** (private sector, government or Non-governmental organization [NGO] report) 1.Critically assess information source and thematic material on the current topic 2.Complete the research assessment form (submit on Canvas BEFORE class) 3. Professional presentation that highlights the current topic; the information source, and your critical analysis form (Live class presents in-class/801 presents

	through a recording with your voice, and face visible in PowerPoint and then submitted on Canvas)
November 20	**Week 6: Fall Recess: No Class**
November 27	**Week 7: Podcast or TedTalk** (Nature-based tourism focus! Many suggestions in Syllabus below) 1.Critically assess information source and thematic material on the current topic 2.Complete the research assessment form (submit on Canvas BEFORE class) 3. Professional presentation that highlights the current topic; the information source, and your critical analysis form (Live class presents in-class/801 presents through a recording with your voice, and face visible in PowerPoint and then submitted on Canvas)
December 4	**Week 8: Cumulative Reflections, Future Research & Annotated Bibliography** *We have reached the end where you will compile what you have learned and cumulatively amass a full annotated bibliography for nature-based tourism current issues. **It is your time to narratively shine!** I. *Critical Topics, Critical Praxis, Critical Reflection, Critical Positionality and Critical Dialogue* II. Full Annotated Bibliography
December 11	Exam Week: no meeting

CANVAS INFORMATION & TECHNICAL SUPPORT

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

- Login: canvas.colostate.edu
- Support: 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.

ACADEMIC INTEGRITY & 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.](#)

UNIVERSAL DESIGN FOR LEARNING/ACCOMMODATION OF NEEDS

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.

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. A verifying memo from [The Student Disability Center](#) may be required before any accommodation is provided.

The Student Disability Center (SDC) 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 SDC 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 to determine a student's eligibility for accommodation as well as in support for specific accommodative requests. The accommodative process begins once a student meets with an accommodation specialist in the SDC.

THIRD-PARTY TOOLS/PRIVACY

Please note that this course may require you to use third-party tools (tools outside of the Canvas learning management system), such as Skype and others. Some of these tools may collect and share information about their users. Because your privacy is important, you are encouraged to consult the privacy policies for any third-party tools in this course so that you are aware of how your personal information is collected, used, and shared.

COPYRIGHTED COURSE MATERIALS

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 protection. Posting course materials on external sites (commercial or not) violates both copyright law and the CSU Student Conduct Code. Students who share course content without the instructor's express permission, including with online sites that post materials to sell to other students, could face appropriate disciplinary or legal action.

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 Student Support Services for Undocumented, DACA & ASSET for resources and support. Additionally, only if you feel comfortable, please notify your professor so they may pass along any additional resources they may possess.

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: Title IX – Sexual Assault, Sexual Violence, Sexual Harassment.

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 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.

RELIGIOUS OBSERVANCES

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.

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.

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.

DIVERSITY AND INCLUSION

The [Mission, Vision, and Focus](#) webpage of the Vice President for Diversity includes a comprehensive statement of CSU's commitment to diversity and inclusion.

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NRRT 679B: Current Issues in Nature-Based Tourism

Rubric 1: Journalism and Mass Communications

*Remember this rubric is meant to help you critically select a nature-based tourism current issue, summarize, and reflect on the information, understand different information sources, and frame the critical points of your presentation. Overall, these rubrics will help you to cumulatively amass a full and annotated bibliography for nature-based tourism current issues throughout the course that can be used for future research projects in university or industry.

In this section you are being asked to conduct research within *journalism and mass communication sources* to **identify** a critical current issue in nature-based tourism (within the past 2 years!).

> **APA Source Referenced: APA 7 Format**
> (Title, Date, Author, **link,** [and DOI if journal article]).
> *Please ensure the article link is live for instructor to check
> Example: (formatting changes for each type of source!)
> Lastname, F. M. (Year, Month Date). Title of article. *Title of Publication*. URL
> See: [Owl Purdue News Articles APA](#)

II. Critical Praxis and Annotation: (2 points for content: 100 words maximum)

Concisely and in your own words (100 words maximum) summarize and critically assess the content of the article: See: [Purdue Owl Annotated Bib](#)

"Therefore, in bringing forth critical topics, engaging in critical dialogue and reflection, and recognizing one's positionality, a foundation is built to apply abstract critical theory to real world situations." (Boluk, Cavaliere and Duffy, 2019 p. 876).

Summarize: Summarize the source. What are the main arguments? What is the point of this information source? What topics are covered? If someone asked how this source relates to nature-based tourism, what would you say?

Assess: After summarizing the source, it is helpful to evaluate it as related to real-world application (critical praxis). Is it a useful source? Is the information reliable? Is this source biased or objective? How does this relate to nature-based tourism in practice?

III. Critical Reflection and Annotation: (2 points for content: 100 words maximum)

Active reflection shows deep consideration of the topics, discussion, and stakeholder dynamics of an issue. *Critical Reflection involves understanding and unpacking how and why we think a certain way.*

Reflect: Once you've summarized and assessed a source, you need to ask how it fits into nature-based tourism current topics. Was this source helpful to you in understanding a nature-based tourism topic? How can you use this source to understand critical topics more deeply in nature-based tourism? How has it changed the way you think about your topic?

VI. Critical Positionality (2 points for content: 50 words maximum)

This section serves to build your awareness of positions of power within communication and analysis of the tourism system. Once you have selected (critical topics), deeply summarized (critical reflection) and understood the application (critical praxis), now we ask how has this new information challenged you (critical positionality) in considering new perspectives?

You can address some of these questions:
How does this current event relate to your area of interest in nature-based tourism? Who are the stakeholders in the current topic? How do their relationships to the current topic demonstrate positions of power? How has this information source influenced your understanding of the positive and negative impacts of nature-based tourism as related to your area of interest? What is your personal positionality related to this information source?

V. Critical Dialogue: Facilitating Questions and Answers (2 points for the development of two questions that showcase your development in critical thinking)

"The incorporation of critical topics provides a platform to imagine potential creative solutions to address contemporary challenges facing the tourism industry and practice how one may effectively present ideas." (Boluk, Cavaliere and Duffy, 2019, p. 872).

In this section you will serve as the instructor by showcasing creativity in engaging with critical topics through the formation of two questions. The questions should demonstrate different viewpoints, perspectives from materials and positionality, and build a possible peer discussion.

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Rubric 2: A-Ranked Q1 Peer-Reviewed Tourism Journal Articles (Social Science Facts)

*Remember this rubric is meant to help you critically select a nature-based tourism current issue, summarize, and reflect on the information, understand different information sources, and frame the critical points of your presentation. Overall, these rubrics will help you to cumulatively amass a full and annotated bibliography for nature-based tourism current issues throughout the course that can be used for future research projects in university or industry.

I. Critical Topics: (1 point: identify a relevant nature-based tourism A-Ranked Q1 Peer-Reviewed Tourism Journal Article; 1 point: correct APA citation format for individual *type* of source)

In this section you are being asked to conduct research within **A-Ranked Q1 Peer-Reviewed Tourism Journal Article** *source* to **identify** a critical current issue in nature-based tourism (within the past 5 years!).

> **APA 7th Edition Formatting Guide**
> **Tourism Journal Rankings SJR:** Your article <u>MUST</u> be from one of the 32 top Q1 journals in the field of tourism

II. Critical Praxis and Annotation: (2 points for content: 100 words maximum)

Concisely and in your own words (100 words maximum) summarize and critically assess the content of the **A-Ranked Q1 Peer-Reviewed Tourism Journal Article** *source*: See: Purdue Owl Annotated Bib

"Therefore, in bringing forth critical topics, engaging in critical dialogue and reflection, and recognizing one's positionality, a foundation is built to apply abstract critical theory to real world situations." (Boluk, Cavaliere and Duffy, 2019 p. 876).

Summarize: Summarize the source. What are the main arguments? What is the point of this information source? What topics are covered? If someone asked how this source relates to nature-based tourism, what would you say?

Assess (critical praxis): How is an academic information source valuable to real-world application? What is a peer-reviewed information source and why is it reliable? How does this relate to nature-based tourism in theory and practice?

III. Critical Reflection and Annotation: (2 points for content: 100 words maximum)

Active reflection shows deep consideration of the topics, discussion, and stakeholder dynamics of an issue. *Critical Reflection involves understanding and unpacking how and why we think a certain way.*

Reflect: Once you've summarized and assessed this **A-Ranked Q1 Peer-Reviewed Tourism Journal Article** *source*, you need to ask how it fits into nature-based tourism current topics. How was this source helpful to you in understanding a nature-based tourism topic? How can you use this source to understand critical topics more deeply in nature-based tourism? How has it changed the way you think about your topic?

VI. Critical Positionality (2 points for content: 50 words maximum)

This section serves to build your awareness of positions of power within communication and analysis of the tourism system. Once you have selected (critical topics), deeply summarized (critical reflection) and understood the application (critical praxis), now we ask how has this new information challenged you (critical positionality) in considering new perspectives?

You can address some of these questions:
Read about the academic Doctors who are the authors of the article – who are they? What did you learn about the background of the authors? What kind of methodology do they use to investigate the current topic?

V. Critical Dialogue: Facilitating Questions and Answers (2 points for the development of two questions that showcase your development in critical thinking)

"The incorporation of critical topics provides a platform to imagine potential creative solutions to address contemporary challenges facing the tourism industry and practice how one may effectively present ideas." (Boluk, Cavaliere and Duffy, 2019, p. 872).

In this section you will serve as the instructor by showcasing creativity in engaging with critical topics through the formation of two questions. The questions should demonstrate different viewpoints, perspectives from materials and positionality, and build a possible peer discussion.

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Rubric 3: Nature-based Travel Film

*Remember this rubric is meant to help you critically select a nature-based tourism current issue, summarize, and reflect on the information, understand different information sources, and frame the critical points of your presentation. Overall, these rubrics will help you to cumulatively amass a full and annotated bibliography for nature-based tourism current issues throughout the course that can be used for future research projects in university or industry.

I. Critical Topics: (1 point: identify a relevant nature-based tourism film; 1 point: correct APA citation format for individual *type* of source)

In this section you are being asked to conduct research on a travel-based film as a *source* to **identify** a critical current issue in <u>nature-based</u> tourism (historical or current!).

Film APA citation
film suggestions
sustainable tourism film suggestions
20 of the best travel films
Dr. Cav's favorite recent film

II. Critical Praxis and Annotation: (2 points for content: 100 words maximum)

Concisely and in your own words (100 words maximum) summarize and critically assess the content of a nature-based travel film: See: Purdue Owl Annotated Bib

"Therefore, in bringing forth critical topics, engaging in critical dialogue and reflection, and recognizing one's positionality, a foundation is built to apply abstract critical theory to real world situations." (Boluk, Cavaliere and Duffy, 2019 p. 876).

Summarize: Summarize the nature-based travel film. What is the story line and plot – how does it relate to nature-based tourism? What topics are covered related to nature-based travel? If someone asked how this film relates to nature-based tourism, what would you say?

Assess (critical praxis): How are films valuable to real-world application in the tourism industry? How does this relate to nature-based tourism in theory and practice?

III. Critical Reflection and Annotation: (2 points for content: 100 words maximum)

Active reflection shows deep consideration of the topics, discussion, and stakeholder dynamics of an issue. *Critical Reflection involves understanding and unpacking how and why we think a certain way.*

Reflect: Once you've summarized and assessed this nature-based travel film, you need to ask how it fits into nature-based tourism current topics. How do films impact nature-based tourism destinations? How can you use this film to understand critical topics more deeply in nature-based tourism? How has the film changed the way you think about the world?

VI. Critical Positionality (2 points for content: 50 words maximum)

This section serves to build your awareness of positions of power within communication and analysis of the tourism system. Once you have selected (critical topics), deeply summarized (critical reflection) and understood the application (critical praxis), now we ask how has this new information challenged you (critical positionality) in considering new perspectives?

You can address some of these questions:

What are the viewpoints of the main characters in the film? What did you learn about the location and/or community? How did this film make you feel and how did it impact your worldview?

V. Critical Dialogue: Facilitating Questions and Answers (2 points for the development of two questions that showcase your development in critical thinking)

"The incorporation of critical topics provides a platform to imagine potential creative solutions to address contemporary challenges facing the tourism industry and practice how one may effectively present ideas." (Boluk, Cavaliere and Duffy, 2019, p. 872).

In this section you will serve as the instructor by showcasing creativity in engaging with critical topics through the formation of two questions. The questions should demonstrate different viewpoints, perspectives from materials and positionality, and build a possible peer discussion.

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Rubric 4: Nature-based Interpretation Field Experience & Tourism Industry Report

Tourism "interpretation aims to stimulate interest, promote learning, guide visitors in appropriate behaviour for sustainable tourism and encourage enjoyment and satisfaction" (Moscardo, Woods and Saltzer, 2004, p. 167)

"Visitor interpretation is used by visitor attractions to tell a story about a site's significance and its context (physical, natural, social, aesthetic or spiritual)" (Cave and Jolliffe, 2012, p. 274).

*Remember this rubric is meant to help you critically select a nature-based tourism current issue, summarize, and reflect on the information, understand different information sources, and frame the critical points of your presentation. Overall, these rubrics will help you to cumulatively amass a full and annotated bibliography for nature-based tourism current issues throughout the course that can be used for future research projects in university or industry.

I. Critical Topics: (1 point: identify a relevant nature-based tourism interpretation sign or experience in Larimer County AND a corresponding industry report; 1 point: correct APA citation format for individual *types* of sources: cite the field visit interpretation and the industry report: see below)

In this section you are being asked to conduct a field visit to any nature-based tourism site in Larimer County and find a corresponding tourism industry report (government, non-profit or multilateral organization) as a *source* to **identify** a critical current issue in <u>nature-based</u> tourism.

TWO CITATIONS:

> **[APA Citation Guide (7th edition) : Exhibitions and Galleries](link) (used for your field interpretation. Also TAKE A PICTURE OF THE INTERPRETATION experience)**

Report by a Government Agency or Other Organization (use this for the corresponding report)

II. Critical Praxis and Annotation: (2 points for content: 100 words maximum)

Concisely and in your own words (100 words maximum) summarize and critically assess the content of the nature-based field interpretation and corresponding industry report: See: Purdue Owl Annotated Bib

"Therefore, in bringing forth critical topics, engaging in critical dialogue and reflection, and recognizing one's positionality, a foundation is built to apply abstract critical theory to real world situations." (Boluk, Cavaliere and Duffy, 2019 p. 876).

Summarize: Summarize the nature-based interpretation field experience and supporting corresponding industry report. What is the nature-based tourism message to the visitor in the interpretation and in the report?

Assess (critical praxis): What behaviors are covered related to nature-based travel? How did the industry report relate to the interpretation messaging?

III. Critical Reflection and Annotation: (2 points for content: 100 words maximum)

Active reflection shows deep consideration of the topics, discussion, and stakeholder dynamics of an issue. *Critical Reflection involves understanding and unpacking how and why we think a certain way.*

Reflect: Once you've summarized and assessed this nature-based interpretation, you need to ask how it fits into nature-based tourism current topics. What did you learn from this field interpretation about the place and/or people and/or wildlife?

VI. Critical Positionality (2 points for content: 50 words maximum)

This section serves to build your awareness of positions of power within communication and analysis of the tourism system. Once you have selected (critical topics), deeply summarized (critical reflection) and understood the application (critical praxis), now we ask how has this new information challenged you (critical positionality) in considering new perspectives?

You can address some of these questions:
Who was the interpretation targeting (audience)? What did you learn about your Larimer County community? How did this experience make you feel and how did it impact your worldview?

V. Critical Dialogue: Facilitating Questions and Answers (2 points for the development of two questions that showcase your development in critical thinking)

"The incorporation of critical topics provides a platform to imagine potential creative solutions to address contemporary challenges facing the tourism industry and practice how one may effectively present ideas." (Boluk, Cavaliere and Duffy, 2019, p. 872).

In this section you will serve as the instructor by showcasing creativity in engaging with critical topics through the formation of two questions. The questions should demonstrate different viewpoints, perspectives from materials and positionality, and build a possible peer discussion.

NRRT 679B: Current Issues in Nature-Based Tourism

Rubric 5: Nature-based Travel Podcast Episode

*Remember this rubric is meant to help you critically select a nature-based tourism current issue, summarize, and reflect on the information, understand different information sources, and frame the critical points of your presentation. Overall, these rubrics will help you to cumulatively amass a full and annotated bibliography for nature-based tourism current issues throughout the course that can be used for future research projects in university or industry.

I. Critical Topics: (1 point: identify a relevant nature-based tourism/travel podcast episode; 1 point: correct APA citation format for individual *type* of source: podcast)
In this section you are being asked to identify a relevant nature-based travel podcast episode and outline a critical current issue in **<u>nature-based</u> tourism**

APA citation for Podcast (bottom of page)

Suggestions for travel podcasts (you must select a nature-based travel or tourism related
    podcast)
Discovering travel podcasts (you must select a nature-based travel or tourism related
    podcast)
A podcast series from The Nature Conservancy (you must select a nature-based travel or
    tourism related podcast)
nature based tourism podcast (you must select a nature-based travel or tourism related
    podcast)
The End of Tourism Podcast (you must select a nature-based travel or tourism related
    podcast)
top tourism industry podcasts (you must select a nature-based travel or tourism related
    podcast)
more suggestions of travel and tourism podcasts

II. Critical Praxis and Annotation: (2 points for content: 100 words maximum)
Concisely and in your own words (100 words maximum) summarize and critically assess the content of a nature-based travel or tourism podcast episode: See: Purdue Owl Annotated Bib

"Therefore, in bringing forth critical topics, engaging in critical dialogue and reflection, and recognizing one's positionality, a foundation is built to apply abstract critical theory to real world situations." (Boluk, Cavaliere and Duffy, 2019 p. 876).

Summarize: Summarize the nature-based travel or tourism podcast episode. What is the theme of this podcast and how does it relate to nature-based tourism? What topics are covered related to nature-based travel? If someone asked how this podcast relates to nature-based tourism, what would you say?

Assess (critical praxis): How are podcasts valuable to real-world application in the tourism industry? How does this relate to nature-based tourism in theory and practice?

III. Critical Reflection and Annotation: (2 points for content: 100 words maximum)
Active reflection shows deep consideration of the topics, discussion, and stakeholder dynamics of an issue. *Critical Reflection involves understanding and unpacking how and why we think a certain way.*

Reflect: Once you've summarized and assessed this nature-based travel or tourism podcast episode, you need to ask how it fits into nature-based tourism current topics. How do podcasts impact nature-based tourism destinations or issues? Who was featured in your podcast and how do they relate to nature-based tourism?

VI. Critical Positionality (2 points for content: 50 words maximum)

This section serves to build your awareness of positions of power within communication and analysis of the tourism system. Once you have selected (critical topics), deeply summarized (critical reflection) and understood the application (critical praxis), now we ask how has this new information challenged you (critical positionality) in considering new perspectives?

You can address some of these questions:
What were the viewpoints of the podcast episode? How do you relate to the speaker(s) viewpoint?

V. Critical Dialogue: Facilitating Questions and Answers (2 points for the development of two questions that showcase your development in critical thinking)
"The incorporation of critical topics provides a platform to imagine potential creative solutions to address contemporary challenges facing the tourism industry and practice how one may effectively present ideas." (Boluk, Cavaliere and Duffy, 2019, p. 872).

In this section you will serve as the instructor by showcasing creativity in engaging with critical topics through the formation of two questions. The questions should demonstrate different viewpoints, perspectives from materials and positionality, and build a possible peer discussion.

NRRT 679B: Current Issues in Nature-Based Tourism

Rubric 6: Present Cumulative Annotated Bibliography and Compare/Contrast Information Sources: What did you learn?

*We have reached the end where you will compile what you have learned and cumulatively amass a full annotated bibliography for nature-based tourism current issues.

I. Critical Topics, Critical Praxis, Critical Reflection, Critical Positionality and Critical Dialogue: (6 points to showcase what you have learned?!)

It is your time to narratively shine!!!!

Please write a one-page single spaced overarching reflection on what you learned from this research process on current issues in nature-based tourism. Please include in your narrative what you learned about the role of different sources of information about tourism. What are the differences between the reliability of these sources of information? How did your thinking change while you engaged with each of these very different information sources?

II. FULL Annotated Bibliography: (4 points; (1) formatting, 5 different source inclusions (1), annotations (1), critical lens (1)

Present your full annotated bibliography of APA 7th citations of your 6 sources including: (correct any errors from the past)
- ✓ Journalism and Mass Communications (rubric 1)
- ✓ A-ranked, Q1 Peer-Reviewed Tourism Journal (rubric 2)
- ✓ Film (rubric 3)
- ✓ Nature-based Tourism Interpretation Field Experience (rubric 4)
- ✓ Industry Report (rubric 4)
- ✓ Nature-based Tourism Podcasts (rubric 5)

NRRT 679B: Current Issues in Nature-Based Tourism
Rubric 1-6 Current Topic Presentations

*Remember this rubric is meant to help you critically present your findings from your current event research from different information sources. The rubric for the current event submission should also guide your thinking and decision making regarding this presentation. This rubric outlines how you will be graded for your in-class participation and presentation.

We are working to develop your professionalism and critical thinking skills! These are employable traits to master!

Guidelines: Presentations should include (approximately) 5 minutes of presentation and 5 minutes of discussion. Please keep in mind to work on your professional development skills (present yourself professionally) and speak clearly and enunciate your words. Your presentation should include a short slide deck in PowerPoint or other professional software.

SEE: Public Speaking and Presentation Skills

Critical Topics: (2 points)
> 1 point for clear introduction that illustrates the connection between your topic selection, information source and current issues in nature-based tourism
> 1 point for correct APA formatted citation and viewable link to the information source. Show in a slide your APA Source Referenced in APA 7 Format (remember different sources have different formats!)

Critical Praxis: (2 points)
> Summarize (1 point) and evaluate the application (1 point) of the information source to the audience

Critical Reflection (2 points)
> Discuss your reflection process that shows deep consideration of the topics, discussion, and stakeholder dynamics of an issue. Critical reflection involves understanding and unpacking how and why we think in a certain way.

Critical Positionality (2 points)
> Unpack for the audience the positions of power reflected in your information source. Present your analysis of the impacts of these current issues within the tourism system.

Critical Dialogue (2 points)
> Present and facilitate a Question-and-Answer portion. Remember the questions you design should demonstrate different viewpoints, perspectives from materials and positionality, and build a robust peer discussion.