

**George Mason University**  
**College of Education and Human Development**  
Department of Recreation, Health & Tourism

TOUR 200-DL1 - Introduction to Travel and Tourism  
3 Credits, Spring 2020  
DE/Online

**Faculty**

Name: Rebecca Kelley  
Office hours: By Appointment  
Office location: Bull Run Hall, Prince William Campus  
Office phone: 540-729-3662 (cell phone)  
Email address: rkelley5@gmu.edu

**Prerequisites/Co-requisites**

None

**University Catalog Course Description**

An introduction to travel and tourism from local to international levels. Overview of the scale, scope and organization of the industry; emphasis on development of natural, cultural, heritage, and recreational resources of tourism. Identifies issues related to the economic, technological, legal, and political aspects of tourism

**Course Overview**

This course will provide students an opportunity to learn about the various aspects of the tourism industry. Students will engage in activities to provide learning opportunities such as a site visit and two in class presentations where they will serve as the destination manager and will need to analyze data, determine key target markets, determine site benefits and the impact the destination has on the tourist and the industry as a whole. As an introductory class, the material covered will be diverse to provide an overview of topics to be discussed in greater detail in future coursework.

**Course Delivery Method**

This course will be delivered online (76% or more) using an asynchronous format via the Blackboard learning management system (LMS) housed in the MyMason portal. You will log in to the Blackboard course site using your Mason email name (everything before @masonlive.gmu.edu) and email password. The course site will be available on August 29, 2016.

### *Technical Requirements*

To participate in this course, students will need to satisfy the following technical requirements:

- High-speed Internet access with standard up-to-date browsers. To get a list of Blackboard's supported browsers see:  
[https://help.blackboard.com/Learn/Student/Getting\\_Started/Browser\\_Support#supported-browsers](https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#supported-browsers)

To get a list of supported operation systems on different devices see:

[https://help.blackboard.com/Learn/Student/Getting\\_Started/Browser\\_Support#tested-devices-and-operating-systems](https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#tested-devices-and-operating-systems)

- Students must maintain consistent and reliable access to their GMU email and Blackboard, as these are the official methods of communication for this course.
- Students will need a headset microphone for use with the Blackboard Collaborate web conferencing tool. [Delete this sentence if not applicable.]
- Students may be asked to create logins and passwords on supplemental websites and/or to download trial software to their computer or tablet as part of course requirements.
- The following software plug-ins for PCs and Macs, respectively, are available for free download: [Add or delete options, as desire.]
  - Adobe Acrobat Reader: <https://get.adobe.com/reader/>
  - Windows Media Player:  
<https://support.microsoft.com/en-us/help/14209/get-windows-media-player>
  - Apple Quick Time Player: [www.apple.com/quicktime/download/](http://www.apple.com/quicktime/download/)

### *Expectations*

- Course Week: Our course will begin on Mondays and end on Sundays
- Log-in Frequency  
Students must actively check the course Blackboard site and their GMU email for communications from the instructor, class discussions, and/or access to course materials at least 3 times per week.
- Participation: Students are expected to actively engage in all course activities throughout the semester, which includes viewing all course materials, completing course activities and assignments, and participating in course discussions and group interactions.
- Technical Competence: Students are expected to demonstrate competence in the use of all course technology. Students who are struggling with technical components of the course are expected to seek assistance from the instructor and/or College or University technical services.
- Technical Issues: Students should anticipate some technical difficulties during the semester and should, therefore, budget their time accordingly. Late work will not be accepted based on individual technical issues.

- Workload: Please be aware that this course is **not** self-paced. Students are expected to meet *specific deadlines* and *due dates* listed in the **Class Schedule** section of this syllabus. It is the student's responsibility to keep track of the weekly course schedule of topics, readings, activities and assignments due.
- Instructor Support: Students may schedule a one-on-one meeting to discuss course requirements, content or other course-related issues. Those unable to come to a Mason campus can meet with the instructor via telephone or web conference. Students should email the instructor to schedule a one-on-one session, including their preferred meeting method and suggested dates/times.
- Netiquette: The course environment is a collaborative space. Experience shows that even an innocent remark typed in the online environment can be misconstrued. Students must always re-read their responses carefully before posting them, so as others do not consider them as personal offenses. *Be positive in your approach with others and diplomatic in selecting your words.* Remember that you are not competing with classmates, but sharing information and learning from others. All faculty are similarly expected to be respectful in all communications.
- Accommodations: Online learners who require effective accommodations to insure accessibility must be registered with George Mason University Disability Services.

### **Learner Outcomes or Objectives**

This course is designed to enable students to do the following:

At the completion of this course, students should be able to:

1. Explain the status of tourism as an increasingly important academic areas of investigation;
2. Describe the nature of tourism from a systems perspective;
3. Describe the 'push' (demand) and 'pull' (supply) factors that are associated with the emergence of modern tourism systems;
4. Identify spatial patterns of tourism development at the global, national and local level;
5. Appreciate the management dimensions of tourist attractions and other components of the tourism industry;
6. Discuss major tourist market trends and segmentation criteria;
7. Apply basic marketing concepts to the tourism system;
8. Identify and critique the potential positive and negative economic, socio-cultural, and environmental impacts of tourism that can affect various kinds of destinations;
9. Formulate strategies that will allow destinations to maximize the positive impacts of tourism, whilst minimizing its negative impacts;
10. Describe the dynamics associated with destination development;
11. Explain and assess the increasing importance of 'sustainability' as a principle for the management of tourism systems; and
12. Appreciate the importance and basic characteristics of research within the field of tourism management.

## Professional Standards

Upon completion of this course, students will have met the following professional standards:  
Not Applicable

## Required Texts

Weaver, D. W. & Lawton, L. (2014). *Tourism Management* (5th ed.) Milton, Qld: John Wiley & Sons Australia, Ltd.-GMU custom text

## Course Performance Evaluation

Students are expected to submit all assignments on time in the manner outlined by the instructor (e.g., Blackboard, Tk20, hard copy).

### • Assignments and Examinations

- **Site Visit Analysis** – The class will be completing a Site Analysis that requires a written submission. Please note that any assignment that is late will receive a deduction of one letter grade for every day it is late.
- **Weekly Assignments and Discussion:** Almost every week we will have a discussion element. Some may be an open discussion, others a case study or article review and some research assignments. These are important elements of the course and will aid in your understanding of the material. You must complete the weekly assignments and post a minimum of two comments to classmates per assignment to receive full credit. Responses and feedback are due within the assigned week, anything posted after that will not receive credit.
- **Final Presentation** – The final presentation is meant to assist you in learning to research, review, interpret and present your information. You will be required to post a draft and a final presentation, and will need to access either video, an online service such as Jing or use the record option in PowerPoint to properly present your findings.
- **There will be two exams for this course, a midterm and a cumulative final exam.**

### • Other Requirements

- **Attendance** – Regular online attendance is essential to your success in TOUR 200.

### • Course Performance Evaluation Weighting

### • Grading Policies

The following scale will be used by the instructor as a guide for determining the final grade:

### Grading Scale

A+= 97 – 100	B+ = 87 – 89	C = 77 – 79	D = 60 – 69
A= 94 – 96	B = 84 – 86	C + = 74 – 76	F = 0 – 59
A-= 90 – 93	B- = 80 – 83	C- = 70 – 73	

## Professional Dispositions

Students are expected to exhibit professional behaviors and dispositions at all times.

## Core Values Commitment

The College of Education and Human Development is committed to collaboration, ethical leadership, innovation, research-based practice, and social justice. Students are expected to adhere to these principles: <http://cehd.gmu.edu/values/>.

## GMU Policies and Resources for Students

### *Policies*

- Students must adhere to the guidelines of the Mason Honor Code (see <http://oai.gmu.edu/the-mason-honor-code/>).
- Students must follow the university policy for Responsible Use of Computing (see <http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/>).
- Students are responsible for the content of university communications sent to their Mason email account and are required to activate their account and check it regularly. All communication from the university, college, school, and program will be sent to students **solely** through their Mason email account.
- Students with disabilities who seek accommodations in a course must be registered with George Mason University Disability Services. Approved accommodations will begin at the time the written letter from Disability Services is received by the instructor (see <http://ods.gmu.edu/>).
- Students must follow the university policy stating that all sound emitting devices shall be silenced during class unless otherwise authorized by the instructor.

### *Campus Resources*

Support for submission of assignments to Tk20 should be directed to [tk20help@gmu.edu](mailto:tk20help@gmu.edu) or <https://cehd.gmu.edu/api/tk20>. Questions or concerns regarding use of Blackboard should be directed to <https://its.gmu.edu/knowledge-base/blackboard-instructional-technology-support-for-students/>

- The George Mason University Writing Center staff provides a variety of resources and services (e.g., tutoring, workshops, writing guides, handbooks) intended to support students as they work to construct and share knowledge through writing (see <http://writingcenter.gmu.edu/>).
- The George Mason University Counseling and Psychological Services (CAPS) staff consists of professional counseling and clinical psychologists, social workers, and counselors who offer a wide range of services (e.g., individual and group counseling, workshops and outreach programs) to enhance students' personal experience and academic performance (see <http://caps.gmu.edu/>).
- The George Mason University Office of Student Support staff helps students negotiate life situations by connecting them with appropriate campus and off-campus resources. Students in need of these services may contact the office by phone (703-993-5376). Concerned students, faculty and staff may also make a referral to express concern for the safety or well-being of a Mason student or the community by going to <http://studentsupport.gmu.edu/>, and the OSS staff will follow up with the student.

**For additional information on the College of Education and Human Development, please visit our website <https://cehd.gmu.edu/>.**

### **Class Schedule**

<b>Week One</b> <b>January 21-26</b> Review Week 1 online Chapters 1 and 2 lectures and reading <b>Post Bio</b> <b>Respond to Week 1 discussion</b>	<b>Week Two</b> <b>January 27-February 2</b> Review Week 2 online Chapter 3 lectures and reading  <b>Week 2 discussion</b>
<b>Week Three</b> <b>February 3-9</b> Review Week 3 online Chapter 4 lecture and reading <b>Respond to Site Visit discussion</b>	<b>Week Four</b> <b>February 10-16</b> Review Week 4 online Chapter 5 lectures and reading <b>Respond to Week 4 discussions</b>
<b>Week Five</b> <b>February 17-23</b> Review Week 5 Midterm Exam due <b>Respond to Week 5 discussions</b>	<b>Week 6</b> <b>February 24-1</b> Review Week 6 online Chapters 6 and 7 lectures and reading <b>Respond to Week 6 discussion</b>
<b>Week 7</b> <b>March 2-8</b> Review Week 7 online Chapter 8 lectures and reading <b>Respond to Week 7 discussion</b> <b>Site Visit Paper Due</b>	<b>Week 8</b> <b>March 9-15</b> <b>SPRING BREAK</b>

<b>Week 9</b> <b>March 16-22</b> Review Week 9 online  <b>Choose final presentation location/have approved</b> <b>Post status update on final presentation</b>	<b>Week 10</b> <b>March 23-29</b> Review Week 10 online Chapters 9A lectures and reading <b>Respond to Week 10 discussion</b> <b>Post status update on final presentation</b>
<b>Week 11</b> <b>March 30-April 5</b> Review Week 11 online Chapters 9B lectures and reading <b>Respond to Week 11 discussion</b> <b>Post status update on final presentation</b>	<b>Week 12</b> <b>April 6-12</b> Review Week 12 online <b>Respond to Week 12 discussion</b> <b>Post status update on final presentation</b>
<b>Week 13</b> <b>April 13-19</b> Review Weeks 13 online Chapters 10 lectures and reading <b>Respond to Week 13 discussion</b> <b>Post status update on final presentation</b>	<b>Week 14</b> <b>April 20-26</b> Review Week 14 online  Post presentation draft (April 26) Provide feedback to two classmates
<b>Week 15</b> <b>April 27-May 3</b> Post final Presentation with incorporated changes (May 1) <b>Respond to Week 15 discussion</b>	<b>Week 16</b> <b>May 6-9</b> Final Exam

Note: Faculty reserves the right to alter the schedule as necessary, with notification to students.

### Assessment Rubric(s)

#### EVALUATION

Type	Points	Due Date
Participation	80	
Midterm Exam #1	100	<b>February 17-23</b>
Site Visit Paper	75	<b>March 8</b>
Presentation Draft Due	25	<b>April 26</b>
Final Presentation	75	<b>May 1</b>
Final Exam	100	<b>May 6-9</b>