



## 1. General Course Information

### 1.1 Course Details

<b>Course Code:</b>	2232HSL
<b>Course Name:</b>	International Tourism and Hotel Management Principles
<b>Trimester:</b>	1, 2020
<b>Program:</b>	Associate Degree in Commerce & Business
<b>Credit Points:</b>	10
<b>Course Coordinator:</b>	Dr. David Ponton
<b>Document modified:</b>	22 August 2019

### Course Description

This course is a 10 Credit Point course within the Associate Degree in Commerce. It introduces students to components of international tourism and hotel services and considers the implication of these as a system for developing and delivering travel and hospitality experiences. This will be achieved by examining the interdependent nature of transportation, accommodation, food and beverage, and attractions services within a context of globalisation, and the need for economic, socio-cultural and environmental sustainability.

### Assumed Knowledge

There are no prerequisites for this course

## 1.2 Teaching Team

Your lecturer/tutor can be contacted via the email system on the portal.

Name	Email
David Ponton	david.ponton@griffithcollege.edu.au

## 1.3 Staff Consultation

Your lecturer/tutor is available each week for consultation outside of normal class times. Times that your lecturer/tutor will be available for consultation will be given in the first week of lectures. A list of times and rooms will be published on the Griffith College Portal under the "Support and Services/Teacher Consultation Times" link.

## 1.4 Timetable

Your timetable is available on the Griffith College Portal at Class Timetable in Student and Services.

## 1.5 Technical Specifications

All students must have access to a computer or suitable mobile device.

## 2. Aims, Outcomes & Generic Skills

### 2.1 Course Aims

Many organisations in the tourism and hotel industries operate in global, competitive and culturally diverse environments. To provide a context for working in this environment this course has two main aims:

1. The first is to provide theoretical frameworks for studying the international tourism and hotel industries, and to describe their organisational structures, operational characteristics, products and markets. Gaining this knowledge will enable students to understand how suppliers and consumers operate as an inter-dependent and complementary overall tourism system.
2. The second aim is to provide an inter-disciplinary framework for understanding the delivery and management of tourism and hotel services and to appreciate how these frameworks can be used to inform professional practice, identify consumer demands and behaviours, and assess the impacts and future sustainable orientation of the tourism and hotel industries. Achieving these aims will help students gain industry specific knowledge, as well as the skills and knowledge required for their studies in subsequent degree courses.

### 2.2 Learning Outcomes

After successfully completing this course you should be able to:

1. Understand key macro and micro systems forming the international tourism and hotel industry, and comprehend the complexity of their products and markets, organisational structures and operational characteristics.
2. Analyse the components and operational requirements of the tourism and hospitality industries, through skill development in researching and interpreting tourism and hotel management literature and also through applied learning and communication approaches.
3. Evaluate issues in the delivery of international tourism and hotel services and generate solutions to resolve a range of contemporary issues.

## 2.3 Generic skills

For further details on the Generic Skills please refer to the Graduate Generic Skills and Capabilities policy.

Griffith College aims to develop graduates who have an open and critical approach to learning and a capacity for lifelong learning. Through engagement in their studies, students are provided with opportunities to begin the development of these and other generic skills.

Studies in this course will give you opportunities to begin to develop the following skills:

Generic Skills and Capabilities	Taught	Practised	Assessed
Acquisition of discipline knowledge and skills with critical judgement	✓	✓	✓
Communication and collaboration	✓	✓	✓
Self-directed and active learning		✓	
Creative and future thinking		✓	✓
Social responsibility and ethical awareness	✓	✓	✓
Cultural competence and awareness in a culturally diverse environment	✓	✓	

## 3. Learning Resources

Readings from different chapters for the Lectures have been provided on the portal

Tutorial Student Exercises. These exercises are to be downloaded and printed from the portal (Weekly) and completed prior to tutorial sessions. Further discussion will be completed during tutorial sessions to compliment and support responses

Opera Modules will be placed on the portal.

### 3.1 Required Resources

Walker, J.R. (2017). *Exploring the Hospitality Industry*. (Global Edition: 3rd ed.). Essex, England: Pearson Education Ltd.

### 3.2 Recommended Resources

Tutorial Student Exercises. These exercises are to be downloaded and printed from the portal (weekly) and completed prior to tutorial sessions. Further discussion will be completed during tutorial/workshop sessions to compliment and support responses

#### Recommended Text Readings:

Baloglu, S. & Bowen, J. (Eds). (2015). *What is the Current and Future Impact of Social Media on Hospitality and Tourism*. Bradford, England: Emerald.

Biederman, P. (2008). *Travel and Tourism: An Industry Primer*. Upper Saddle River, NJ: Prentice Hall.

Brotherton, B. (2003). *The International Hospitality Industry: Structure, Characteristics and Issues*. London: Butterworth-Heinemann.

Conrady, R. & Buck, M. (2007). *Trends and Issues in Global Tourism*. Berlin: Springer.

Jaszay, C. (2006). *Ethical Decision Making in the Hospitality Industry*. New York: Prentice- Hall.

Lashley, C. & Morrison, A. (2000). *In Search of Hospitality*. Oxford: Butterworth- Heinemann.

Medlick, S. & Ingram, H. (2000). *The Business of Hotels*. New York: Butterworth- Heinemann.

Ninemeier, J.D. (2008). *Discovering Hospitality and Tourism: The World's Greatest Industry*. Upper Saddle River, NJ: Pearson Prentice Hall.

O'Shannessy, V. & Minett, D. (2008). *The Road to Hospitality: Skills for the New Professional* (3rd ed.). Frenchs Forest, NSW: Pearson Australia.

Seba, J.A. (Ed.). (2012). *Tourism and Hospitality: Issues and Developments*. New York: Apple Academic Press.

Walker, C. & Carr, N. (Eds.). (2013). *Tourism and Archaeology: Sustainable Meeting Grounds*. Walnut Creek, CA: Left Coast Press.

Walker, J.R. (2013). *Introduction to Hospitality Management* (4th ed.). Upper Saddle River, NJ: Pearson Education Inc.

Weaver, D. & Lawton, L.C. (2010). *Tourism Management* (4th ed.) Milton, Australia: John Wiley & Sons Australia Ltd.

#### **Recommended Journals:**

Annals of Tourism Research  
Asia Pacific Journal of Tourism Research  
Cornell Administration Quarterly  
International Journal of Hospitality and Tourism Administration  
International Journal of Tourism Research  
International Journal of Contemporary Hospitality Management  
Journal of Foodservice Business Research  
Journal of Hospitality and Leisure Management  
Journal of Hospitality and Tourism Research  
Journal of Restaurant and Foodservice Marketing  
Journal of Travel Medicine  
Journal of Travel Research  
Journal of Tourism Studies  
Journal of Vacation Marketing  
Scandinavian Journal of Hospitality and Tourism and Tourism Management

#### **Websites:**

Passport GMID (Euromonitor) Tourism Offices  
Worldwide Directory Smart Traveller  
Lonely Planet  
Domestic Marketing Organisations (DMOs)  
Industry sector and trade associations such as the United Voice (the Hospitality Workers Union) and the Australia Hotels Association (AHA).

### **3.3 College Support Services and Learning Resources**

The College provides many facilities and support services to assist students in their studies. Links to information about College support resources that are available to students are included below for easy reference.

[Digital Library](#) – Databases to which Griffith College students have access to through the Griffith Library Databases.

MyStudy – there is a dedicated website for this course via MyStudy on the Griffith College Portal.

[Academic Integrity Tutorial](#) - this tutorial helps students to understand what academic integrity is and why it matters. You will be able to identify types of breaches of academic integrity, understand what skills you will need in order to maintain academic integrity, and learn about the processes of referencing styles.

Services and Support provides a range of services to support students throughout their studies including personal support such as Counselling; Academic support; and Welfare support.

Jobs and Employment in the [Student Hub](#) can assist students with career direction, resume and interview preparation, job search tips, and more.

[IT Support](#) provides details of accessing support, information on s numbers and internet access and computer lab rules.

## 3.4 Other Learning Information

### **Attendance**

You are expected to attend all lectures and tutorials and to actively engage in learning during these sessions. You are expected to bring all necessary learning resources to class such as the required textbook and /or Workbook. In addition, you may BYOD (bring your own device) to class such as a laptop or tablet. This is not a requirement as computer lab facilities are available on campus, however, the use of such devices in the classroom is encouraged with appropriate and considerate use principles being a priority.

### **Preparation and Participation in Class**

In order to enhance learning, prepare before lectures and tutorials. Read the relevant section of your text book before a lecture, and for a tutorial read both the textbook and the relevant lecture notes. If you have been given tutorial exercises, make sure you complete them. Active participation in lectures and tutorials will improve your learning. Ask questions when something is unclear or when you want to bring some issue to your lecturer or tutor's attention; respond to questions to test your knowledge and engage in discussion to help yourself and others learn.

### **Consultation Sessions**

Teachers offer extra time each week to assist students outside the classroom. This is known as 'consultation time.' You may seek assistance from your teacher on email or in person according to how the teacher has explained this to the class. Attendance during consultation time is optional but you are encouraged to use this extra help to improve your learning outcomes.

### **Course Materials**

Lecture notes will be made available to you in MyStudy on the Griffith College Portal and you are advised to either print these out and bring them to each class so that extra notes can be added or BYOD (bring your own device) and add extra notes digitally.

### **Self-Directed Learning**

You will be expected to learn independently. This means you must organise and learn the course content even when you are not specifically asked to do so by your lecturer or tutor. This involves revising the weekly course material. It also means you will need to find additional information for some assessment items beyond that given to you in textbooks and lecture notes, and to construct your own response to a question or topic. All of this requires careful planning of your time. Expect to spend, on average, at least 10 hours per week including class time for each of your courses.

### **Program Progression**

You are reminded that satisfactory Program Progression requires that attendance in classes is maintained at equal to or greater than 80%, and that GPA is maintained at equal to or greater than 3.5 [please see Griffith College Policy Library - Program Progression Policy - for more information].

### **Teacher and course Evaluation**

Your feedback is respected and valued by your lecturers and tutors. You are encouraged to provide your thoughts on the course and teaching, both positive and critical, directly to your lecturer and tutor or by completing course and lecturer evaluations via Griffith College's evaluation tool whenever these are available.

## 4. Learning and Teaching Activities

### 4.1 Weekly Learning Activities

<b>Week</b>	<b>Topic</b>	<b>Activity</b>	<b>Readings</b>	<b>Learning Outcomes</b>
1	Introduction to International Tourism and Hotel Management Principles	<b>Lecture</b> <b>Ice-Breaker</b> <b>Discussion Questions</b>	Reading: Chapter 1	<b>1,2</b>
2	The Nature of Tourism: Historical background, definitions, benefits of tourism and industry stakeholders.	<b>Lecture</b> <b>Discussion Questions</b> <b>Group work</b>	Reading: Chapter 2	<b>1,2</b>
3	Characteristics of Tourism: Demand and the socio-cultural impacts of tourism, sustainable tourism and eco-tourism	<b>Lecture</b> <b>Discussion Questions</b> <b>Group work</b>	Reading: Chapter 3	<b>1,2</b>
4	Lodging and Lodging Operations: Examine the types of hotel ownership - hotel franchising and management contracts Classification of hotels by type, location and price	<b>Lecture</b> <b>Discussion Questions</b> <b>Group work</b>	Reading: Chapters 4 & 5	<b>1,2</b>
5	Restaurants and Restaurant Operations: Classifications of restaurants, restaurant operations	<b>Lecture</b> <b>Discussion Questions</b> <b>Group work</b>	Reading: Chapters 7 & 8	<b>1,2</b>
6	Managed Services: The complexities of managed services, The F & B Sector MID-TRIMESTER EXAM	<b>Lecture</b> <b>Discussion Questions</b> <b>Group work</b>	Mid-Trimester Exam Taken from lecture notes Weeks 1-5 Reading: Chapter 9	<b>1,2</b>
7	Beverages: Classifications of wine, beer and spirits and service of alcohol	<b>Lecture</b> <b>Discussion Questions</b> <b>Group work</b>	Reading: Chapter 10	<b>2,3</b>
8	Cruising: Key players and segments of the cruise industry.	<b>Lecture</b> <b>Discussion Questions</b> <b>Group work</b>	Reading: Chapter 6	<b>2,3</b>
9	Clubs: Club Management and Ellsworth Statler	<b>Lecture</b> <b>Discussion Questions</b> <b>Group work</b>	Reading: Chapter 11	<b>2,3</b>
10	Theme Parks, Attractions & Gaming: Development, structure and management of theme parks and attractions. Overview of the gaming industry	<b>Lecture</b> <b>Discussion Questions</b> <b>Group work</b>	Reading: Chapters 12 & 13	<b>2,3</b>
11	Meetings, Conventions and Expositions: Types, venues and management of meetings, conventions and expositions	<b>Lecture</b> <b>Discussion Questions</b> <b>Group work</b>	Reading: Chapters 14 & 15	<b>,2,3</b>
12	Revision for Final exam	<b>Revision</b>	Review of lecture notes and discussion	<b>2,3</b>

## 5. Assessment Plan

### 5.1 Assessment Summary

Item	Assessment Task	Weighting	Learning Outcomes	Due Date
1	Mid-Trimester Exam	20%	1	6
2	Group Assignment: Written Assignment – Annotated Bibliography	20%	1,2,3	8
3	Group Presentations: Technical or Professional Oral Presentation	20%	1,2,3	8-11
4	Final Exam	40%	1,3	Exam period

### 5.2 Assessment Detail

You are required to achieve an overall 50% of the course marks to successfully complete this course.

There are four items for assessment:

#### 1. Mid-Trimester examination:

The mid-semester test will be comprehensive in nature and test concepts presented from the text book and lectures during week 1-6. The test will consist of multiple choice questions to assess student understanding of course content.

#### 2. Annotated Bibliography (20%):

Select a topic which is an issue for operators and/or management within the tourism and hospitality industries. Examples of such a topic may include: sustainability; outsourcing; 24 hour operations; casualization; sexual harassment; shift work; quality provision and control; recruitment and selection of staff; food safety; technological advancements; social impacts of gaming; occupational health and safety; and yield management.

You are Complete an annotated bibliography of nine (9) academic sources that are relevant to your chosen topic and that you will use in your oral presentation. Each listing is to be headed with the correct APA style listing of the article. An annotated bibliography is a summarised list of relevant research on a given topic. It is made up of a number of paragraphs called annotations; each annotation usually describes and evaluates the source

#### The purpose is to:

To demonstrate your research ability.

To become familiar with a range of literature on a subject.

To give a brief account of the available research in the area of study. To demonstrate the quality and depth of reading completed.

#### The structure of the material:

Alphabetical order according to author's name. Divided into one paragraph per annotation.

Each annotation begins with a citation. Provides a brief account of the research.

Contents of the annotation: Outline of the main argument. Indicate the intended audience. Identify the research methods.

Identify the conclusions made by the author. Discuss the reliability of the text.

Discuss the relevance or usefulness of the text for your research. State the strengths and weakness of the text.

Present your view.

#### 3. Oral Presentation (20%)

Students will report the results of their annotated bibliography through a Powerpoint Presentation to other class members and the Course Coordinator. All groups will present their oral presentations during workshops from Week 8 to Week 11. Students will be assessed on their ability to critically evaluate the literature and it is important that a contemporary approach be taken. Students will be required to demonstrate professional oral presentation/communication skills. The in-class group oral presentation will be worth 20% of the final grade.

#### Students will be required to:

Analyse and discuss a particular issue of tourism and/or hospitality

Outline key internal and external implications

Ensure accuracy of information and a high standard of oral presentation/communication skills

#### 4. Final examination (40%):

The final exam will be comprehensive in nature and test concepts presented from week 1 to 11. The exam will consist of short answer and short essay questions to assess student's understanding of the course content.

## 5.3 Late Submission

An assessment item submitted after the due date, without an approved extension from the Course Coordinator, will be penalised. The standard penalty is the reduction of the mark allocated to the assessment item by 5% of the maximum mark applicable for the assessment item, for each working day or part working day that the item is late. Assessment items submitted more than five working days after the due date are awarded zero marks.

Please refer to the Griffith College website - Policy Library > Assessment Policy for guidelines and penalties for late submission.

## 5.4 Other Assessment Information

### Retention of Originals

You must be able to produce a copy of all work submitted if so requested. Copies should be retained until after the release of final results for the course.

### Requests for extension

To apply for an extension of time for an assignment, you must submit an [Application for Extension of Assignment](#) form to your teacher at least 24 hours before the date the assignment is due. Grounds for extensions are usually: serious illness, accident, disability, bereavement or other compassionate circumstances and must be able to be substantiated with relevant documentation [e.g. [Griffith College Student Medical Certificate](#)]. Please refer to the Griffith College website - Policy Library - for guidelines regarding extensions and deferred assessment.

### Return of Assessment Items

1. Marks awarded for in-trimester assessment items, except those being moderated externally with Griffith University, will be available on the Student Portal within fourteen [14] days of the due date. This does not apply to the final assessment item in this course (marks for this item will be provided with the final course result).
2. Students will be advised of their final grade through the Student Portal. Students can review their exam papers after student grades have been published (see relevant Griffith College Fact Sheet for allocated times at Support> Factsheets). Review of exam papers will not be permitted after the final date to enrol.
3. Marks for **all** assessment items including the final exam (if applicable) will be recorded in the Moodle Course Site and made available to students through the Moodle Course Site.

*The sum of your marks overall assessment items in this course does not necessarily imply your final grade for the course. Standard grade cut off scores can be varied for particular courses, so you need to wait for the official release of grades to be sure of your grade for this course.*



## 6. Policies & Guidelines

Griffith College assessment-related policies can be found in the [Griffith College Policy Library](#) which include the following policies:

Assessment Policy, Special Consideration, Deferred Assessment, Alternate Exam Sitting, Medical Certificates, Academic Integrity, Finalisation of Results, Review of Marks, Moderation of Assessment, Turn-it-in Software Use. These policies can be accessed using the 'Document Search' feature within the [Policy Library](#)

**Academic Integrity** Griffith College is committed to maintaining high academic standards to protect the value of its qualifications. Academic integrity means acting with the values of honesty, trust, fairness, respect and responsibility in learning, teaching and research. It is important for students, teachers, researchers and all staff to act in an honest way, be responsible for their actions, and show fairness in every part of their work. Academic integrity is important for an individual's and the College's reputation.

All staff and students of the College are responsible for academic integrity. As a student, you are expected to conduct your studies honestly, ethically and in accordance with accepted standards of academic conduct. Any form of academic conduct that is contrary to these standards is considered a breach of academic integrity and is unacceptable.

Some students deliberately breach academic integrity standards with intent to deceive. This conscious, pre-meditated form of cheating is considered to be one of the most serious forms of fraudulent academic behaviour, for which the College has zero tolerance and for which penalties, including exclusion from the College, will be applied.

However, Griffith College also recognises many students breach academic integrity standards without intent to deceive. In these cases, students may be required to undertake additional educational activities to remediate their behaviour and may also be provided appropriate advice by academic staff.

As you undertake your studies at Griffith College, your lecturers, tutors and academic advisors will provide you with guidance to understand and maintain academic integrity; however, it is also your responsibility to seek out guidance if and when you are unsure about appropriate academic conduct.

In the case of an allegation of a breach of academic integrity being made against a student he or she may request the guidance and support of a Griffith College Student Learning Advisor or Student Counsellor.

Please ensure that you are familiar with the Griffith College Academic Integrity Policy; this policy provides an overview of some of the behaviours that are considered breaches of academic integrity, as well as the penalties and processes involved when a breach is identified.

For further information please refer to the Griffith College website - Policy Library > Academic Integrity Policy

### **Reasonable Adjustments for Assessment – The Disability Services policy**

The Disability Services policy (accessed using the Document Search' feature with the [Policy Library](#)) outlines the principles and processes that guide the College in making reasonable adjustments to assessment for students with disabilities while maintaining academic robustness of its programs.

### **Risk Assessment Statement**

There are no out of the ordinary risks associated with this course.

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