

The mission of Concord University is to provide a quality, liberal arts based education, to foster scholarly and creative activities, and to serve the regional community.



The Mission of the Business Administration degree program at Concord University is to transform our students into competent and responsible business leaders through high quality teaching and personalized advising, while stimulating their academic and service zeal within the context of Concord's strong liberal arts tradition. Business faculty engage in active research and service to ensure that our graduates are ready to take on the challenges of the business world or to pursue rigorous graduate education.



COURSE SYLLABUS – Spring 2019
RTM 355, Tourism Promotion, 3 credit hours
CRN 20175, Sec 30V, T/TH 12:30 – 1:45
CU Beckley

Instructor Contact Information

Dr. Susan Williams, Professor
 Campus Box 90
Office: Rahall 216
Office Phone: 304.384.5247 or 5611
E-Mail: swilliams@concord.edu
Cell : 304-920-0853 (text message only please)
Department Website : www.concord.edu/business

Please note that I maintain two offices – one in Athens and one in Beckley. It may seem as if I am difficult to reach, especially if you drop by either of my offices outside of office hours. Should you need immediate assistance and cannot find me, see Lucinda Gonderman in Athens or Tara Taylor in Beckley or text/email for an appointment.

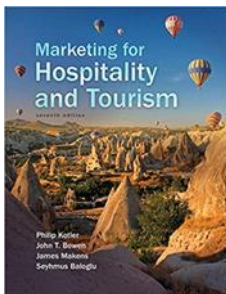
Office Hours

M (Athens) - 1:00-2:00 p.m.
 T, R (Athens) – 9:00-11:00 a.m.
 W (Beckley) – By Appt.- 10:00 – 12:00
other meeting times by appointment only

Essential Info:

Inclement weather schedule –
For inclement weather delays, this class
will meet from 1:15 pm – 2:15 pm.
When school is closed, follow instructions
on Blackboard for alternative assignments
www.concord.edu/emergency-alerts
 Sign up for emergency text messages –
<http://sms.concord.edu>

Text, Materials, and Technology Required



- Kotler, Bowen, Makens, & Balaglu (ill, J. V. and Bovée, C. L. (2017). Marketing for Hospitality and Tourism, 7th ed. Pearson. ISBN-13: 978-0134151922, ISBN-10: 9780134151922
- Blackboard – course supplements available, homework submission
- USB drive – suggested to save work
- Other materials and resources will be available from the instructor.
- Concord email account which will be utilized as a communication tool between class times.
- Keyboarding experience is necessary and helpful.

Course Information

Course Prerequisite: MKT 305

Catalog Description: Provides an overview of tourism promotion. Examines the agencies and organizations currently engaged in such promotion and the methods employed by them to attract customers to their tourism destinations.

Course Rationale: This course develops hospitality and tourism marketing skills with particular focus on the unique demands of marketing the service industry and destination marketing management. Students learn about unique attributes associated with tourism and hospitality marketing. This course will evaluate the tourism product, assess markets, and follow the forces that are shaping today's marketing trends.

Course Learning Goals and Objectives

Students will develop knowledge of hospitality and tourism marketing, marketing strategy development, and the service industry as a unique travel product. They will understand the practical and theoretical foundations of developing and orchestrating a successful hospitality and tourism marketing strategies. Awareness of ethics within the marketing field will enhance students' perceptions of the practice.

The objectives of this course will be accomplished through a variety of assignments designed to cause students to use high-level strategies of case analysis, transfer and synthesis of ideas, along with course content knowledge. Relevant topics and concepts will be presented to familiarize students with "real-world" business settings. Students are expected to take responsibility for their learning, meet the high expectations set for them, and enjoy new successes they can experience through improved marketing and communication skills.

Objectives: Upon completion of this course, students will display:

- a. proficiency in planning and implementing tourism and hospitality promotional and public relations plans.
- b. analytic skills in interpreting data, integrating information, formulating ideas, and thinking critically.
- c. the ability to identify career and academic options within tourism promotion and destination marketing management
- d. skills to evaluate and analyze tourism market trends, best practice examples and case studies focusing on tourism and hospitality marketing
- e. awareness of global perspectives pertaining to travel, tourism, and hospitality
- f. proficiency in university-level written and oral communication skills.

In addition to the above learning objectives, students' involvement in active learning strategies within the course will provide for instruction in and development of the following essential hospitality and tourism marketing skills, customer relationship management, general business and communication strategies:

- Recognizing strategic communication, including various methods and strategies
- Integrating ethics and processes of ethical decision-making into hospitality and tourism marketing practices, as well as destination marketing management strategies
- To explain and to develop an appreciation of the many intercultural challenges as part of the effective sales, promotion, advertising and communication processes.

CU and Degree Program Learning Goals: In this course, assignments and projects complement the skills and abilities defined by the degree program learning goal for effective critical analysis, communication and technological competency. After successful completion of the degree program of business/recreation and tourism management students should be able to perform at an acceptable or higher level in order to demonstrate proficiency of written communication skills based on the following objectives:

1. Use Standard English which is mechanically and grammatically correct.
2. Compose communication that reflects understanding of appropriate terminology and business concepts.
3. Reflect understanding of audience and situational analysis.

Students will also be able to perform at an acceptable or higher level in order to demonstrate proficiency of the following technology competency:

1. Employ technology resources to conduct research, solve problems, synthesize information and/or make decisions.

In addition to the degree program learning goals, this course addresses Concord University Learning Goal in Skills, Knowledge and Attitude (<http://catalog.concord.edu>).

Teaching Strategies/Processes

The following teaching methods will be utilized in the presentation of course materials:

1. **Class Discussions: Lectures** will be utilized to provide important material from the text and outside sources to be covered in class. Students should plan to take careful notes as all material cannot be found in the text or readings.
2. **Case Study analysis** will be utilized review and discuss a variety of cases related to advertising and promotion. **Discussions** in small groups as well as the whole class are encouraged. Students are encouraged to engage in **Question/Answer** sessions to facilitate a more effective learning process.
3. **Learning Activities:** Students will engage in a variety of learning activities to provide hands-on applications of course content presented. A variety of activities including **Large and Small Group Discussions, Sales Pitch Development and Delivery, Peer Reviews** of work, **Presentations (impromptu and prepared), Internet Research, a variety of Media analysis, Research readings, Survey Creation and Collection, and Case Studies** analysis will be utilized.

4. **Visual Aids and Computer Applications:** Several visual aids including computer presentation media will be used as part of the learning environment. **Students** will also be required to utilize such equipment as part of some of the **Presentation Assignments**. In addition, students will utilize computers to conduct research using the Internet as part of their final project. **Email** will also be utilized during the course as a communication tool.

Method of Evaluation

A point system will be utilized to configure grades with a total of **350 possible points**. The grading point scale to be used is as follows:

90% - 100%	...A	70% - 79%	...C
80% - 89%	...B	60% - 69%	...D
		below 60%	...F

- A. **INSTRUCTIONAL TOPICS** -- Students are required to complete the assignments listed in the tentative schedule as specified by the instructor, and submitted on the due dates. ***The professor reserves the right to alter the number and types of assignments based upon constraints outside her control.*** Points for completing the assignments are proportioned as listed below. Each written document will be evaluated based upon the grading standard provided. Assignments not completed as required in the criteria will not be graded. Criteria will be provided for assignments.

We will begin each week by discussing an advertisement/promotion we've seen over the past week (or a current event in the advertising industry). Each student must lead a discussion at least once over the course of the semester. We will also discuss the case study at the beginning of that week's assigned chapter. The rest of the week will be spent examining key information presented in each chapter. Students are expected to have read IN ADVANCE of class meetings and participate in class discussions, take notes, and remain attentive. Creative outbursts (pertaining to the topic) are welcomed and encouraged.

1. Weekly readings, participation in discussions, quizzes and assignments **(100 points)**
 2. Case Analysis (Individual) **(20 pts)**
 3. Case Analysis (Group) **(30 points)**
 4. Final Project (Developing and Delivering an Effective Sales Strategy) **(50 points)**
- B. **Examinations (150 points)** – Three (3) exams will be given during the span of the course about the textbook and discussion content. The exams will be based on lecture notes, textbook readings, class discussions, and relevant outside readings. These exams will be mainly objective based – a variety of T/F, short answer, multiple choice type questions, and some possible essay type questions.

Professor's Classroom Management Policies

The Learning Environment is a Model for the Professional Environment – You are expected to learn to carry yourselves appropriately in a business environment. Honing your attendance and participation skills is paramount for a success business career. Just as it is unacceptable to show up late (nor not at all) in a business setting, it is equally unacceptable in the classroom setting.

An orderly classroom is essential to teaching and learning, and respect for all students and the instructor is expected. In order to maintain a productive learning environment, it is requested that each student in this course follow and maintain the classroom policies as outlined below.

1. ***Attendance and Make-up Work*** -- In order for students to complete assignments and to actively and effectively learn the course content presented, ***consistent class attendance is essential***. Roll will be taken at each class meeting. If you miss work, you will lose money (or your job); likewise, if you miss class, you will lose points (or be dropped from the class).
 - If you are absent, a **valid excuse** must be presented within one week of the absence or the absence will be considered unexcused and any work missed will be graded as zero. In addition to university-excused absences and medically excused absences, I will work with each individual student to determine what is determined as an excused or unexcused absence.
 - If you are absent from class and the absence is EXCUSED, you will have one week from the absence to submit makeup work – this also includes making up a missed exam.
 - Students who miss exams without my prior knowledge and who do not have a valid excuse will not be eligible for a makeup exam.
 - **It is the student's responsibility to complete work assigned and to obtain notes and instructions missed during an absence, excused or unexcused. Please do not request my teaching notes or powerpoints.**
 - **Students who miss three consecutive days without prior notification and excuse will be dropped from the class on the fourth day. Students missing more than three days over the course of the semester will receive points deductions beginning with the fourth absence.**

2. ***Tardiness and Leaving Class***—Unless you have express permission from the instructor to arrive late or leave early, any late arrivals or premature departures will result in an absence for the day. The class atmosphere is disrupted by tardy students and by students who excuse themselves during class. Consistent tardiness or leaving the classroom early may result in an instructor withdrawal from the course. This is considered disruptive behavior and is identified in the college catalog ([http://catalog.concord.edu/content.php?catoid=8&navoid=466#Class Attendance](http://catalog.concord.edu/content.php?catoid=8&navoid=466#Class_Attendance)) as a reason for instructor withdrawal.



3. ***General policies for maintaining a productive learning environment. All of these policies are just plain good manners and all are expected behaviors of employees by ALL employers.***
 - **Please keep all cell phones off during class and no electronics (other than laptops, see below) need to be utilized in this course unless you have an electronic textbook (notify me at the beginning of the semester).** Employees who are distracted by their cell phones are unable to fully engage in a meeting, brainstorm, or be on top of their creative process, resulting in a failure in productivity. Success in the business world hinges on being on top of your game; likewise, success in the classroom results in your full emersion in lecture and activities.
 - **Laptops or using the computers in class are permitted, in fact, encouraged** to facilitate better note taking and completion of work. However, individuals who are using their laptops or the classroom computer for other activities rather than what is directly related to class **will be asked to NOT bring their laptops to or NOT login into the computer in future class sessions.**
 - **Students who disturb the learning environment** by talking, whispering, laughing, making motions to fellow students, placing their feet on desks, sleeping, or other types of nuisances, are a distraction to not only the instructor but also to their fellow students, and will be corrected, receive participation points reductions and/or removed from the class.
 - **Department of Business -- General Expectations of Students.** All students enrolled in the Business Administration degree program and those taking business courses at Concord University should have an attitude and demeanor that demonstrates a real commitment to the learning process. You will adhere to the expectations developed by the Department Faculty while in class and while representing the Department of Business and Concord University. A complete list of these expectations can be found displayed on Department bulletin boards and the Department website -- https://www.concord.edu/business/node/11#Gen_Exp_Bus_stu

4. **Late Assignments:** In order to be fair to students who get their assignments in on time and to keep my schedule, **all late assignments** will be penalized 10% for each day an assignment is late up to three (3) days (weekends days included) and will not be accepted after the 3rd day. Please do not ask for an exception to this policy except in **extreme** circumstances. All assignments will be due by the beginning of class. All assignments will be submitted on Blackboard. Please do not hand me your assignment in class or email it to me. I will lose it. Additionally, keep a copy of your work on a hard drive or saved on your computer; do not submit directly on Blackboard (rather, attach as a file).
5. **Academic Dishonesty and Honor Code:** It is the policy of this instructor to follow the guidelines for academic dishonesty as specified in the college catalog at [http://catalog.concord.edu/content.php?catoid=8&navoid=466#Academic Dishonesty](http://catalog.concord.edu/content.php?catoid=8&navoid=466#Academic_Dishonesty) and to follow the University Honor Code – “As a member of the Concord University Community I will act with honesty and integrity in accordance with our fundamental principles and I will respect myself and others while challenging them to do the same.”
6. **Accessibility/Accommodations:** Concord College is committed to responding to the needs of students with disabilities as defined by the Americans with Disabilities Act (ADA) Please inform your instructor at the beginning of the class semester if you have a disability and are requesting accommodations. It is your responsibility to self-disclose that you are requesting accommodations. The University and instructor will provide you with a reasonable accommodation. You should register with CU's Disability Services Office, located in the Athens campus Jerry and Jean Beasley Student Center, Bottom Floor, across from the Campus Post Office. The Disability Services Office phone is 304-384-6086 or you can email the director, Nancy Ellison, at nellison@concord.edu
7. **Sexual Harassment & Assault:** Federal law, Title IX, and Concord University policy prohibits discrimination, harassment, and violence based on sex and gender (including sexual harassment, sexual assault, domestic/dating violence, stalking, sexual exploitation, and retaliation). If you or someone you know has been harassed or assaulted, you can receive confidential counseling support through the Concord University Counseling Center (304-384-5290). Alleged Violations can be reported non-confidentially to the Concord University Title IX Coordinator at 304-384-6327 or titleix@concord.edu. Reports to Campus Security can be made at (304-384-5357). As an employee at Concord University, I am a mandatory reporter which means I must report any sexual misconduct I am made aware of. This includes verbal or written (such as in an assignment) disclosures of sexual harassment or sexual assault. I am also a member of the Concord University Sexual Assault Response Team (S.A.R.T.) and am available for anyone needing assistance, regardless of time of day. My contact information is on the front of this syllabus. In S.A.R.T. cases, it is appropriate to call my cell phone, or text me and I'll get right back to you.
8. **Academic Assistance:** The Academic Success Center is ready to assist any student with academic or personal concerns, tutoring, study skills, time management, and much more. The Academic Success Center is located in Suite 243 (Atrium) of the Rahall Technology Center. Students can stop by the ASC Monday through Friday, 8:00 am until 4:00 or by appointment. The ASC may be reached by calling (304) 384-6074, (304) 384-6298, or asc@concord.edu.
Website: <http://www.concord.edu/academicsuccess/>

The drop-in tutoring schedule is posted online: <https://apps.concord.edu/tutoring/> . Smarthinking—online, and on-demand tutoring—is available on Blackboard at www.elearn.concord.edu
9. **Technology Services:** For assistance with Blackboard or email (or any CU technology issue) contact the CU Help Desk at extension 5291 from campus or 304-384-5291 off campus. You may also email cuhelpdesk@concord.edu
10. **Participation in College-Wide Assessment Activities:** Federal regulations and regional accreditation policies on accountability in higher education require direct assessment of student academic learning. Thus, as part of the requirements associated with this course, students may be asked to take one or more standardized tests and/or to complete other related activities. The scores of individual students will remain confidential.

Syllabus Disclaimer – This syllabus is subject to change based on the needs of the class. Please check it regularly. All updates/changes to the syllabus will be posted on the course's Blackboard site.

TENTATIVE Schedule for RTM 355, Tourism Promotion, Spring 2019

Week	Class Work	Assignment and/or Work Due
<i>Week 1</i> <i>Jan 14</i>	Introduction and Review of Syllabus	<ul style="list-style-type: none"> • Student introductions • Read Chapter 1, 2 • In-class presentation/participation
<i>Week 2</i> <i>Jan 21</i>	<u><i>Monday, January 21 – National Holiday,</i></u> <u><i>Martin Luther King, Jr. Day – no classes</i></u> <ul style="list-style-type: none"> • Chapters 1, 2 	<ul style="list-style-type: none"> • Discuss Chapters 1,2 • Read Chapters 3,4 • In-class presentation/participation • Learning activity on Blackboard
<i>Week 3</i> <i>Jan 28</i>	<ul style="list-style-type: none"> • Chapters. 3,4 	<ul style="list-style-type: none"> • Wrap up Chapters 3,4 • In-class presentation/participation • Learning activity on Blackboard
<i>Week 4</i> <i>Feb 4</i>	Case Study Analysis	<ul style="list-style-type: none"> • In class participation • Read Chapters 5,6
<i>Week 5</i> <i>Feb 11</i>	<ul style="list-style-type: none"> • Chapters 5,6 	<ul style="list-style-type: none"> • Read Chapters 7,8 • Learning activity on Blackboard
<i>Week 6</i> <i>Feb 18</i>	<ul style="list-style-type: none"> • Chapters 7,8 	<ul style="list-style-type: none"> • Prepare for TEST ONE
<i>Week 7</i> <i>Feb 25</i>	<ul style="list-style-type: none"> • TEST ONE Thursday, Feb. 28 	
<i>Week 8</i> <i>March 4</i>	<ul style="list-style-type: none"> • Wrap up • Case Study Analysis 	<ul style="list-style-type: none"> • Mid-term grades are due. No late submissions from the first 8 weeks of the term will be accepted after mid-term grades are submitted. • Discuss criteria for Projects
<i>Week 9</i> <i>March 11</i>	SPRING BREAK Have some fun!!!	
<i>Week 10</i> <i>March 18</i>	<ul style="list-style-type: none"> • Chapters 9,10 	<ul style="list-style-type: none"> • Read Chapters 9,10 • Learning activity on Blackboard • Assign Individual and Group Case Study Analysis
<i>Week 11</i> <i>March 25</i>	<ul style="list-style-type: none"> • Chapters 9,10 • Individual and Group Case Study Analysis 	<ul style="list-style-type: none"> • Read Chapters 11,12 • Learning activity on Blackboard
<i>Week 12</i> <i>April 1</i>	<ul style="list-style-type: none"> • Chapters 11, 12 • Individual and Group Case Study Analysis 	<ul style="list-style-type: none"> • Read Chapters 13, 14 • Learning activity on Blackboard • Individual Case Study work
<i>Week 13</i> <i>April 8</i>	<ul style="list-style-type: none"> • Chapters 13, 14 • Individual and Group Case Study Analysis 	<ul style="list-style-type: none"> • Read Chapters 15, 16 • Learning activity on Blackboard
<i>Week 14</i> <i>April 15</i>	<ul style="list-style-type: none"> • Discuss 15, 16 	<ul style="list-style-type: none"> • Prepare for TEST TWO
<i>Week 15</i> <i>April 22</i>	<ul style="list-style-type: none"> • TEST TWO • Case Study Analysis 	<ul style="list-style-type: none"> • No late assignments from Weeks 10 – 15 will be accepted after April 25. • Finish Final Projects
<i>Week 16</i> <i>April 29</i>	<ul style="list-style-type: none"> • Final Presentations • Wrap up course • May 3 – Last Day of Classes! 	<ul style="list-style-type: none"> • FINAL PROJECT DUE MAY 2
<i>Final Exam</i>	<i>Thursday, May 9 11:30 am – 1:45 pm</i>	
<i>May 11</i>	Commencement Ceremonies 10:00 am and 2:00 pm	 <p>I hope your dreams take you... to the corners of your smiles, to the highest of your hopes, to the windows of your opportunities, and to the most special places your heart has ever known."</p>