

School of Management

TOUR 403 Consumer Perspectives in Tourism

Trimester 2, 2016

COURSE OUTLINE

Course Coordinator

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Prescription

This course examines the various approaches to the phenomenon of tourism from the consumer's perspective. By doing so, the complex interrelationships between the psychological make-up of consumers and the social realities that surround them will be addressed. The course emphasises the importance of understanding consumer behaviour in developing marketing strategies for individual tourism products as well as destinations.

Class Times and Room Numbers

Wednesdays from 8:30am to 11:20am in GB G24.

Trimester Dates

From Monday 11th July to Friday 14th October.

Withdrawal from Course

1. Your fees will be refunded if you withdraw from this course on or before Friday 22nd July 2016.
2. The standard last date for withdrawal from this course is Friday 23rd September 2016. After this date, students forced to withdraw by circumstances beyond their control must apply for permission on an "*Application for Associate Dean's Permission to Withdraw Late*" including supporting documentation. The application form is available from either of the Faculty's Student Customer Service Desks or [online](#).

Overall Course Objectives

The course objectives for TOUR 403 are:

- to understand a number of different theoretical approaches to the study of consumer behaviour in tourism
- to be able to discuss and critique research in this field
- to understand relationships between the concepts addressed in the course and “real world” issues
- to be able to convey ideas clearly in discussion and written work

Course Learning Objectives (CLOs) and Skills

On successful completion of the course, students will be able to:

1. understand and appraise the breadth and scope of research that examines the consumption of tourism-related experiences
2. develop and assess their own point of view with respect to the study of consumer behaviour in tourism through a careful reading of exemplary works
3. evaluate theories and concepts and construct effective arguments in discussion and debate
4. undertake research so that they will be better prepared for the demands of work and/or graduate-level study

BTM (Hons)/MTM Learning Goals and Objectives

Learning Goal #1: Our graduates will possess and apply an advanced understanding of tourism management, be able to undertake and use research, and have a range of transferable skills.

Learning Objectives

Graduates will be able to:

- (a) demonstrate a critical understanding of theoretical and applied aspects of tourism management;
- (b) display an advanced appreciation for concepts and methods that inform the management of tourism organizations, businesses, and resources;
- (c) design and conduct independent research;
- (d) develop skills and knowledge that provide a solid platform for further postgraduate study.

Learning Goal #2: Our graduates will demonstrate application of critical and creative thinking skills to practical and theoretical tourism management problems.

Learning Objectives

Graduates will be able to:

- (a) think conceptually and analytically about tourism and its management;
- (b) synthesize and evaluate a range of tourism management issues;
- (c) access, evaluate and apply a range of information and data sources;
- (d) use innovative thinking and creative skills in the context of the tourism business environment and tourism research.

Learning Goal #3: Our graduates will be effective and confident communicators.

Learning Objective

Graduates will be able to communicate ideas and research findings articulately and effectively in a range of written and oral formats.

Learning Goal #4: By meeting the above learning goals, our graduates will display leadership and be able to assume positions of responsibility in the tourism industry and related sectors.

Learning Objectives

Graduates will be able to:

- (a) engage in effective decision making through their analytical, creative and communications skills and experience;
- (b) demonstrate a mastery of a wide range of tourism management concepts and techniques.

Course Delivery

TOUR 403 is a discussion-based seminar course. Students are required to meet weekly on Wednesdays between 8:30am and 11:20am in GB G24.

Readings

There is no set text for this course. Book chapters, articles, and other relevant material will be made available to students over the course of the trimester.

Seminar Schedule

Week #1 – Introduction: Expectations, Evaluation, and Preliminary Discussion

Week #2 – Tourism as Consumption, Tourists as Consumers

- Cohen, S., Prayag, G., & Moital, M. (2014). Consumer Behaviour in Tourism: Concepts, Influences and Opportunities. *Current Issues in Tourism*, 17(10), 872-909.
- Koc, E. (2013). Inversionary and Liminal Consumption: Gluttony on Holidays and Obesity. *Journal of Travel & Tourism Marketing*, 30(8), 825-838.
- Wang, N. (2002). The Tourist as Peak Consumer. In G. Dann (Ed.), *The Tourist as a Metaphor of the Social World* (pp. 281-295). CABI Publishing, New York.

Week #3 – Travel, Identity, and the Shaping of the Self

- Desforges, L. (2000). Travelling the World: Identity and Travel Biography. *Annals of Tourism Research*, 27(4), 926-945.
- Hyde, K., & Olesen, K. (2011). Packing for Touristic Performances. *Annals of Tourism Research*, 38(3), 900-919.
- Tucker, H. (2005). Narratives of Place and Self: Differing Experiences of Package Coach Tours in New Zealand. *Tourist Studies*, 5(3), 267-282.

Week #4 – Tourism and the Experience Economy

- Hayes, D., & MacLeod, N. (2007). Packaging Places: Designing Heritage Trails Using an Experience Economy Perspective to Maximize Visitor Engagement. *Journal of Vacation Marketing*, 13(1), 45-58.
- Morgan, M., Elbe, J., & de Esteban Curiel, J. (2009). Has the Experience Economy Arrived? The Views of Destination Managers in Three Visitor-Dependent Areas. *International Journal of Tourism Research*, 11(2), 201-216.
- Williams, A. (2006). Tourism and Hospitality Marketing: Fantasy, Feeling and Fun. *International Journal of Contemporary Hospitality Management*, 18(6), 482-495.

Week #5 – The Chinese Outbound Tourist Market

- Hsu, C., & Huang, S. (2016). Reconfiguring Chinese Cultural Values and their Tourism Implications. *Tourism Management*, 54, 230-242.

- Kwek, A., & Lee, Y-S. (2013). Consuming Tourism Experiences: Mainland Chinese Corporate Travellers in Australia. *Journal of Vacation Marketing*, 19(4), 301-315.
- Pearce, P., Wu, M-Y., & Osmond, A. (2013). Puzzles in Understanding Chinese Tourist Behaviour: Towards a Triple-C Gaze. *Tourism Recreation Research*, 38(2), 145-157.

Week #6 – Tourism, Niche Markets, and Niche Marketing

- Chhabra, D. (2013). The Diaspora Market and Homeland Representations: Implications for Niche Marketing. *Tourism Analysis*, 18(3), 259-271.
- Tassiopoulos, D., & Haydam, N. (2008). Golf Tourists in South Africa: A Demand-Side Study of a Niche Market in Sports Tourism. *Tourism Management*, 29(5), 870-882.
- Voigt, C., & Laing, J. (2010). Journey into Parenthood: Commodification of Reproduction as a New Tourism Niche Market. *Journal of Travel & Tourism Marketing*, 27(3), 252-268.

Mid-Trimester Break

Week #7 – Tourism and Shopping

- Chang, J-C. (2014). Selling Strategies and Shopping Behaviour – An Example of Taiwanese Guided Package Tourists to Mainland China Destinations. *Journal of Quality Assurance in Hospitality & Tourism*, 15(2), 190-212.
- Way, K., & Robertson, L. (2013). Shopping and Tourism Patterns of Attendees of the Bikes, Blues & BBQ Festival. *Journal of Hospitality Marketing & Management*, 22(1), 116-133.
- Wu, M-Y., Wall, G., & Pearce, P. (2014). Shopping Experiences: International Tourists in Beijing's Silk Market. *Tourism Management*, 41, 96-106.

Week #8 – Visiting Friends and Relatives (VFR) Travel

- Backer, E. (2012). VFR Travel: It Is Underestimated. *Tourism Management*, 33(1), 74-79.
- Bischoff, E., & Koenig-Lewis, N. (2007). VFR Tourism: The Importance of University Students as Hosts. *International Journal of Tourism Research*, 9(6), 465-484.
- Shani, A. (2013). The VFR Experience: "Home" Away From Home? *Current Issues in Tourism*, 16(1), 1-15.

Week #9 – Creative Tourism, Creative Tourists, and the Creative Class

- Gretzel, U., & Jamal, T. (2009). Conceptualizing the Creative Tourist Class: Technology, Mobility, and Tourism Experience. *Tourism Analysis*, 14(4), 471-481.
- Lovelock, B. (2004). Tourist-Created Attractions: The Emergence of a Unique Form of Tourist Attraction in Southern New Zealand. *Tourism Geographies*, 6(4), 410-433.
- Richards, G., & Wilson, J. (2006). Developing Creativity in Tourist Experiences: A Solution to the Serial Reproduction of Culture? *Tourism Management*, 27(6), 1209-1223.

Week #10 – Tourists and Blogs

- Law, R., & Cheung, S. (2010). The Perceived Destination Image of Hong Kong as Revealed in the Travel Blogs of Mainland Chinese Tourists. *International Journal of Hospitality and Tourism Administration*, 11(4), 303-327.
- Ng, L.Y., & Lee, Y-S. (2014). Confucian-Heritage Travel Bloggers: Chinese Singaporean and South Korean Perspectives. *Journal of Vacation Marketing*, 20(2), 149-162.
- Wu, M-Y., & Pearce, P. (2014). Chinese Recreational Vehicle Users in Australia: A Netnographic Study of Tourist Motivation. *Tourism Management*, 43(1), 22-35.

Week #11 – Responsible Tourism and Consumption

- Cohen, S., Higham, J., & Reis, A. (2013). Sociological Barriers to Developing Sustainable Discretionary Air Travel Behaviour. *Journal of Sustainable Tourism*, 21(7), 982-998.
- Miller, G., Rathouse, K., Scarles, C., Holmes, K., & Tribe, J. (2010). Public Understanding of Sustainable Tourism. *Annals of Tourism Research*, 37(3), 627-645.
- Stanford, D. (2008). “Exceptional Visitors”: Dimensions of Tourist Responsibility in the Context of New Zealand. *Journal of Sustainable Tourism*, 16(3), 258-275.

Week #12 – The Consumption of Gifts and Souvenirs

- Clarke, J. (2007). The Four ‘S’s’ of Experience Gift Giving Behaviour. *International Journal of Hospitality Management*, 26(1), 98-116.
- Clarke, J. (2013). Experiential Aspects of Tourism Gift Consumption. *Journal of Vacation Marketing*, 19(1), 75-87.
- Peters, K. (2011). Negotiating the “Place” and “Placement” of Banal Tourist Souvenirs in the Home. *Tourism Geographies*, 13(2), 234-256.

Expected Workload

This course is a 15-point course. According to the university’s assessment handbook, students are expected to devote a total of 150 hours to TOUR 403 (approximately 10 hours per week). This 10 hours per week includes class time, preparation for class, and assignment preparation. Students taking this course are expected to meet certain requirements. Students are expected to attend each of the scheduled classes. Because the course will be run as a seminar, students are expected to contribute to class discussions each week. Seminar participation will be graded. All required tasks, such as assigned reading, are to be completed **prior to class** so that relevant issues and concepts can be discussed. Each week, the instructor will provide questions in order to guide class discussions for the following week.

Assessment Handbook

The Assessment Handbook will apply to all VUW courses: see

<http://www.victoria.ac.nz/documents/policy/staff-policy/assessment-handbook.pdf>.

Assessment Requirements

Assessment #1 – Essay (45% of the final grade)

Due Date: **Thursday, 18 August at 4pm**

Assessment #2 – Essay (45% of the final grade)

Due Date: **Thursday, 29 September at 4pm**

Assessment #3 – Seminar Participation (10% of the final grade)

Assessment Period: **Wednesday, 13 July to Wednesday, October 12 (inclusive)**

Submission of Assessments #1 and #2

A paper copy of the essay should be submitted to Level 10 of the School of Management (the main office). An electronic copy of the essay should also be submitted to the TOUR 403 Blackboard site. Student essays will be checked through the electronic search engine Turnitin.

Assessment #1: Instructions for the First Essay

For **assessment #1**, please write an essay that addresses one of the three questions below. You will find that our weekly class readings will assist you in answering the essay questions. Your essay should be between **3,000** and **3,500** words in length. The due date is **Thursday, 18 August at 4pm**. This piece of assessment is designed to evaluate the first, second, and fourth CLOs (see page 2 of this course outline).

1. How do tourists use travel to shape their own identities? Why is it important that tourism managers and marketers understand the way in which travel shapes identity?

Other Recommended Sources:

- Elsrud, T. (2001). Risk Creation in Traveling: Backpacker Adventure Narration. *Annals of Tourism Research*, 28(3), 597-617.
- Hibbert, J., Dickinson, J., & Curtin, S. (2013). Understanding the Influence of Interpersonal Relationships on Identity and Tourism Travel. *Anatolia*, 24(1), 30-39.
- Hughes, H., & Allen, D. (2010). Holidays of the Irish Diaspora: The Pull of the “Homeland”? *Current Issues in Tourism*, 13(1), 1-19.
- Lewis, C., Kerr, G., & Pomeroy, A. (2010). Self-identify and Social Norms in Destination Choice by Young Australian Travellers. *Tourist Studies*, 10(3), 265-283.
- Maruyama, N., Weber, I., & Stronza, A. (2010). Negotiating Identity: Experiences of “Visiting Home” among Chinese Americans. *Tourism, Culture & Communication*, 10(1), 1-14.
- McWha, M., Frost, W., Laing, W., & Best, G. (2016). Writing for the Anti-Tourist? Imaging the Contemporary Travel Magazine Reader as an Authentic Experience Seeker. *Current Issues in Tourism*, 19(1), 85-99.
- Nelson, V. (2015). Tourist Identities in Narratives of Unexpected Adventure in Madeira. *International Journal of Tourism Research*, 17(6), 537-544.
- Noy, C. (2004). This Trip Really Changed Me: Backpackers’ Narratives of Self-Change. *Annals of Tourism Research*, 31(1), 78-102.
- Noy, C. (2008). Traversing Hegemony: Gender, Body, and Identity in the Narratives of Israeli Female Backpackers. *Tourism Review International*, 12(2), 93-114.
- Palmer, C. (2005). An Ethnography of Englishness: Experiencing Identity through Tourism. *Annals of Tourism Research*, 32(1), 7-27.
- White, N., & White, P. (2004). Travel as Transition: Identity and Place. *Annals of Tourism Research*, 31(1), 200-218.
- Wilson, E., & Harris, C. (2006). Meaningful Travel: Women, Independent Travel and the Search for Self and Meaning. *Tourism*, 54(2), 161-172.

2. What is the “experience economy”? Why is it important for tourism managers and marketers to understand concepts related to the experience economy?

Other Recommended Sources:

- Anderson, T. (2007). The Tourist in the Experience Economy. *Scandinavian Journal of Hospitality and Tourism*, 7(1), 46-58.
- Ellis, G., & Rossman, J.R. (2008). Creating Value for Participants through Experience Staging: Parks, Recreation, and Tourism in the Experience Industry. *Journal of Park and Recreation Administration*, 26(4), 1-20.
- Hosany, S., & Witham, M. (2010). Dimensions of Cruisers’ Experiences, Satisfaction, and Intention to Recommend. *Journal of Travel Research*, 49(3), 351-364.
- Mehmetoglu, M., & Engen, M. (2011). Pine and Gilmore’s Concept of Experience Economy and Its Dimensions: An Empirical Examination of Tourism. *Journal of Quality Assurance in Hospitality & Tourism*, 12(4), 237-255.
- Morgan, M., Lugosi, P., & Ritchie, J.R.B., (Eds). (2010). *The Tourism and Leisure Experience: Consumer and Managerial Perspectives*. Bristol: Channel View Publications.
- Oh, H., Fiore, A.M., & Jeoung, M. (2007). Measuring Experience Economy Concepts: Tourism Applications. *Journal of Travel Research*, 46(4), 119-132.
- Prebensen, N.K., & Foss, L. (2011). Coping and Co-Creating in Tourist Experiences. *International Journal of Tourism Research*, 13(1), 54-67.
- Quadri-Felitti, D., & Fiore, A.M. (2012). Experience Economy Constructs as a Framework for Understanding Wine Tourism. *Journal of Vacation Marketing*, 18(1), 3-15.
- Ritchie, J.R.B., & Hudson, S. (2009). Understanding and Meeting the Challenges of Consumer/Tourist Experience Research. *International Journal of Tourism Research*, 11(2), 111-126.
- Scott, N., Laws, E., & Boksberger, P. (2009). The Marketing of Hospitality and Leisure Experiences. *Journal of Hospitality Marketing & Management*, 18(2/3), 99-110.
- Sharpley, R., & Stone, P., (Eds.). (2010). *Tourist Experience*. New York: Routledge.

- Song, H., Lee, C-K., Park, J., Hwang, Y., & Reisinger, Y. (2015). The Influence of Tourist Experience on Perceived Value and Satisfaction with Temple Stays: The Experience Economy Theory. *Journal of Travel & Tourism Marketing*, 32(4), 401-415.
- Wassler, P., Li, X., & Hung, K. (2015). Hotel Theming in China: A Qualitative Study of Practitioners' Views. *Journal of Travel & Tourism Marketing*, 32(6), 712-729.

3. What measures could be taken by tourism businesses and destinations to improve the ways in which they serve Chinese travellers? Why should these measures be adopted?

Other Recommended Sources

- Arlt, W. (2006). *China's Outbound Tourism*. London: Routledge.
- Agrusa, J., & Kim, S. (2011). Mainland Chinese Tourists to Hawaii: Their Characteristics and Preferences. *Journal of Travel and Tourism Marketing*, 28(3), 261-278.
- Fountain, J., Espiner, S., & Xie, X. (2011). A Cultural Framing of Nature: Chinese Tourists' Motivations for, Expectations of, and Satisfaction with their New Zealand Tourist Experience. *Tourism Review International*, 14(2/3), 71-83.
- Huang, S., & Gross, M. (2010). Australia's Destination Image among Mainland Chinese Travelers: An Exploratory Study. *Journal of Travel and Tourism Marketing*, 27(1), 63-81.
- Keating, B., & Kriz, A. (2008). Outbound Tourism from China: Literature Review and Research Agenda. *Journal of Hospitality and Tourism Management*, 15(1), 32-41.
- Kwek, A., & Lee, Y-S. (2010). Chinese Tourists and Confucianism. *Asia Pacific Journal of Tourism Research*, 15(2), 129-141.
- Kwek, A., & Lee, Y-S. (2015). How "Face" Matters: Chinese Corporate Tourists in Australia. *Journal of Travel & Tourism Marketing*, 32(1/2), 120-140.
- Li, X., Harrill, R., Uysal, M., Burnett, T., & Zhan, X. (2010). Estimating the Size of the Chinese Outbound Travel Market: A Demand-Side Approach. *Tourism Management*, 31(2), 250-259.
- Li, X., Lai, C., Harrill, R., Kline, S., & Wang, L. (2011). When East Meets West: An Exploratory Study on Chinese Outbound Tourists' Travel Expectations. *Tourism Management*, 32(4), 741-749.
- Prayag, G., Cohen, S., & Yan, H. (2015). Potential Chinese Travellers to Western Europe: Segmenting Motivations and Service Expectations. *Current Issues in Tourism*, 18(8), 725-743.
- Prideaux, B., Cave, J., Thompson, M., & Sibtain, J. (2012). Recognising New Market Opportunities and Selecting Appropriate Segments: Targeting Chinese Outbound Tourists. *Journal of Vacation Marketing*, 18(4), 287-299.

Assessment #2: Instructions for the Second Essay

For **assessment #2**, please write an essay that addresses one of the three questions below. You will find that our weekly class readings will assist you in answering the essay questions. Your essay should be between **3,000** and **3,500** words in length. The due date is **Thursday, 29 September at 4pm**. This piece of assessment is designed to evaluate the first, second, and fourth CLOs (see page 2 of this course outline).

1. What types of shopping are available to tourists? How and why is tourist shopping encouraged?

Other Recommended Sources

- Chang, K-C. (2014). Examining the Effect of Tour Guide Performance, Tourist Trust, Tourist Satisfaction, and Flow Experience on Tourists' Shopping Behaviour. *Asia Pacific Journal of Tourism Research*, 19(2), 219-247.
- Correia, A., & Kozak, M. (2016). Tourist Shopping Experiences at Street Markets: Cross-Country Research. *Tourism Management*, 56, 85-95.
- Heesup, H., Hwang, J., & Kim, Y. (2015). Senior Travellers and Airport Shopping: Deepening Repurchase Decision-Making Theory. *Asia Pacific Journal of Tourism Research*, 20(7), 761-788.
- Kong, W., & Chang, T-Z. (2012). The Role of Souvenir Shopping in a Diversified Macau Destination Portfolio. *Journal of Hospitality Marketing & Management*, 21(4), 357-373.
- Lehto, X., Chen, S., & Silkes, C. (2014). Tourist Shopping Style Preferences. *Journal of Vacation Marketing*, 20(1), 3-15.
- Moscardo, G. (2004). Shopping as a Destination Attraction: An Empirical Examination of the Role of Shopping in Tourists' Destination Choice and Experience. *Journal of Vacation Marketing*, 10(4), 294-307.

- Park, K-S., Reisinger, Y., & Noh, E-H. (2010). Luxury Shopping in Tourism. *International Journal of Tourism Research*, 12(2), 164-178.
- Wong, I. (2013). Mainland Chinese Shopping Preferences and Service Perceptions in the Asian Gaming Destination of Macau. *Journal of Vacation Marketing*, 19(3), 230-251.
- Zaidan, E. (2016). Tourism Shopping and New Urban Entertainment: A Case Study of Dubai. *Journal of Vacation Marketing*, 22(1), 29-41.

2. Why does the VFR market deserve more attention from tourism managers and marketers? What can be done to encourage this type of travel?

Other Recommended Sources

- Asiedu, A. (2008). Participants' Characteristics and Economic Benefits of Visiting Friends and Relatives (VFR) Tourism – An International Survey of the Literature with Implications for Ghana. *International Journal of Tourism Research*, 10(6), 609-621.
- Backer, E. (2007). VFR Travel: An Examination of the Expenditures of VFR Travellers and their Hosts. *Current Issues in Tourism*, 10(4), 366-377.
- Backer, E. (2010). Opportunities for Commercial Accommodation in VFR Travel. *International Journal of Tourism Research*, 12(4), 334-354.
- Backer, E., & King, B., (Eds). (2015). *VFR Travel Research: International Perspectives*. Bristol: Channel View Publications.
- Bischoff, E., & Koenig-Lewis, N. (2007). VFR Tourism: The Importance of University Students as Hosts. *International Journal of Tourism Research*, 9(6), 465-484.
- Brown, K. (2010). Come on Home: Visiting Friends and Relatives – The Cape Breton Experience. *Event Management*, 14(4), 309-318.
- Shani, A., & Uriely, N. (2012). VFR Tourism: The Host Experience. *Annals of Tourism Research*, 39(1), 421-440.

3. What is “creative tourism”? Why should this type of tourism be understood by people responsible for marketing and product development?

Other Recommended Sources:

- Ali, F., Ryu, K., & Hussain, K. (2016). Influence of Experiences on Memories, Satisfaction and Behavioural Intentions: A Study of Creative Tourism. *Journal of Travel & Tourism Marketing*, 33(1), 85-100.
- DeBruin, A., & Jelinčić, D. (2016). Towards Extending Creative Tourism: Participatory Experience Tourism. *Tourism Review*, 71(1), 57-66,
- Lindroth, K., Ritalahti, J., & Soisalon-Soininen, T. (2007). Creative Tourism in Destination Development. *Tourism Review*, 62(3/4), 53-58.
- Pine, B.J., & Gilmore, J. (2011). *The Experience Economy*. Boston: Harvard Business Review Press.
- Richards, G. (2005). Textile Tourists in the European Periphery: New Markets for Disadvantaged Areas? *Tourism Review International*, 8(4), 323-338.
- Richards, G. (2011). Creativity and Tourism. The State of the Art. *Annals of Tourism Research*, 38(4), 1225-1253.
- Richards, G. (2014). Creativity and Tourism in the City. *Current Issues in Tourism*, 17(2), 119-144.
- Richards, G., & Wilson, J., (Eds.). (2007). *Tourism, Creativity and Development*. New York: Routledge.
- Smith, M., (Ed.). (2006). *Tourism, Culture, and Regeneration*. Cambridge, MA: CABI Publishing.
- Smith, M. (2009). *Issues in Cultural Tourism Studies*. New York: Routledge.

There is a distinct possibility that my essay questions (for both assessment #1 and assessment #2) do not appeal to you. As a result – and given that the scope of the course is broad – I am willing to allow you to prepare your own essay. Students who wish to prepare their own essay question must meet with me. **You will need to draft your essay question and I will need to review and approve it.** I would also ask that you provide me with a list of scholarly sources you plan to consult so that we can determine if there is an adequate amount of material to support your research.

In addition, you are welcome to re-word the questions I have prepared (see above). **I will, however, need to approve your revisions to my essay questions.**

Assessment #3: Seminar Participation

The seminar participation grades are a function of preparation for class, listening to the contributions of one's peers, and responding to – and building on – comments made by others. Students are expected to answer the weekly discussion questions by contributing to the seminar discussions and offer informed opinions in class based on a careful reading of the assigned journal articles and industry publications. To practice critical and creative thinking, one must take the risk of sharing one's views and be prepared to receive, and respond to, feedback from others regarding the quality of your ideas. After the mid-trimester break, I will provide students with a provisional tutorial participation grade. This grade is the one they would receive if the course were to end after six weeks. The provisional grades are intended to provide students with some feedback about their performance in tutorial. **Guidelines for the evaluation of seminar participation will be distributed in the first class.** This piece of assessment is designed to evaluate the first, second, and third CLOs (see page 2 of this course outline).

Grading Guidelines

The following broad indicative characterisations of grade will apply in grading assignments:

	Grade	Normal range	Midpoint	Indicative characterisation
Pass	A+	90%–100%	95	Outstanding performance
	A	85%–89%	87	Excellent performance
	A-	80%–84%	82	Excellent performance in most respects
	B+	75%–79%	77	Very good performance
	B	70%–74%	72	Good performance
	B-	65%–69%	67	Good performance overall, but some weaknesses
	C+	60%–64%	62	Satisfactory to good performance
	C	55%–59%	57	Satisfactory performance
Fail	C-	50%–54%	52	Adequate evidence of learning
	D	40%–49%	45	Poor performance overall, some evidence of learning
	E	0%–39%	20	Well below the standard required

If you cannot complete an assignment or sit a test or examination, refer to www.victoria.ac.nz/home/study/exams-and-assessments/aegrotat

Penalties

In fairness to other students, work submitted after any deadline will incur a **penalty for lateness**. The penalty is 10% of the marks available (means what the assignment is worth i.e. 20% or 20 marks) for an assignment submitted after the due time on the due date for each part day or day late. For example, if an assignment is out of 25 and the assignment receives 50% then one day late means the mark will be out of 22.5 and the student will receive 50% of 22.5). An assignment late day begins from the time the assignment is due.

Course outlines provide a signal to students of forthcoming workload and dates of submission. Student study plans should take account of course requirements across all courses. Consequently, workload issues related to other courses and employment will not be accepted as reason for dispensation from mandatory requirements or waiver of penalties. **Extensions** to submission deadlines for any assigned work will only be granted in **exceptional circumstances**. All such applications must be made to the Course coordinator before the deadline, wherever possible, and be accompanied by documentary evidence (e.g. a medical certificate, or counsellor's report clearly stating the degree of impairment, and the dates the illness or event prevented you from undertaking your academic studies). In appropriate circumstances this can be applied retrospectively.

Word limits should be adhered to, especially so when they provide a guide to limiting the student's coverage of a topic and the intended assignment work load. You are strongly advised to adhere to the word limit so as to keep your workload at a manageable level. Any material that is above the word

limit may not be taken into account by the marker. Your marker will simply stop at the maximum words for the assignment and you will receive the appropriate grade.

Aegrotats

If you cannot complete an assignment or sit a test or examination, refer to www.victoria.ac.nz/home/study/exams-and-assessments/aegrotat

Assignment Support

Class time will be devoted to discussing the assignments. You are also welcome to book an appointment with me to discuss your research and writing. Recommended sources are provided in this course outline for each essay question. You are welcome to use sources other than the ones recommended.

Student Learning at Victoria University of Wellington is an excellent source of support for research and writing skills. See their website for self-help resources and their programme of workshops:

http://www.victoria.ac.nz/st_services/slss

Referencing

There are many different styles of referencing. For tourism management courses, please refer to the 2016 version of the *Guide for Tourism Management Courses* (available from the TOUR 403 Blackboard site).

Use of Turnitin

Student work provided for assessment in this course may be checked for academic integrity by the electronic search engine <http://www.turnitin.com>. Turnitin is an on-line plagiarism prevention tool which compares submitted work with a very large database of existing material. At the discretion of the Head of School, handwritten work may be copy-typed by the School and submitted to Turnitin. A copy of submitted materials will be retained on behalf of the university for detection of future plagiarism, but access to the full text of submissions will not be made available to any other party.

Student Feedback

This course was not offered in 2015. Students have responded positively to the readings assigned in the course, to the written questions that are provided by the instructor(s) in order to guide reading each week, and to the nature of the in-class discussions.

Student feedback on university courses may be found at

www.cad.vuw.ac.nz/feedback/feedback_display.php.

Class Representative

A class representative will be elected in the first class, and that person's name and contact details made available to VUWSA, the course coordinator and the class. The class representative provides a communication channel to liaise with the course coordinator on behalf of students.

Communication of Additional Information

Information related to the course will be announced in class and posted on the Blackboard website at <http://blackboard.vuw.ac.nz/>.

Link to General Information

For general information about course-related matters, go to <http://www.victoria.ac.nz/vbs/studenthelp/general-course-information>

Note to Students

Your assessed work may also be used for quality assurance purposes, such as to assess the level of achievement of learning objectives as required for accreditation and academic audit. The findings may be used to inform changes aimed at improving the quality of VBS programmes. All material used for such processes will be treated as confidential, and the outcome will not affect your grade for the course.