ENVS 3400—FUNDAMENTALS OF TOURISM
COURSE SYLLABUS AND SCHEDULE 
FALL SEMESTER 2013

COURSE NUMBER: ENVS 3400
COURSE TITLE: FUNDAMENTALS OF TOURISM
CLASS MEETINGS: Thursdays from 5:15-7:45 p.m. in NR 105 (when scheduled)

INSTRUCTOR: Dr. Steve Burr, Associate Professor of Recreation Resources Management
Director, Institute for Outdoor Recreation and Tourism
(www.extension.usu.edu/iort)
OFFICE: BNR 289 on the USU Logan Campus
OFFICE HOURS: By appointment
TELEPHONE: 435-797-7094
E-MAIL: steve.burr@usu.edu
HOME PAGE: http://www.cnr.usu.edu/htm/facstaff/memberID=772

COURSE DESCRIPTION: 
ENVS 3400—Fundamentals of Tourism (3 credits) examines foundational concepts of the tourism and hospitality industry, emphasizing the significance, contexts, impacts (benefits and costs), and other considerations related to tourism, and in particular the tourism industry in Utah. Application of theory and research in planning, development, management, marketing, and entrepreneurship is emphasized, along with sustainable tourism development.

COURSE OBJECTIVES:
Essential:
1. Gain awareness and factual knowledge of the tourism and hospitality industry arena, especially an understanding of tourism’s multidimensional character and its increasingly important place in society.
2. Learn fundamental principles, generalizations, and theories related to tourism.
3. Learn to apply fundamental principles, generalizations, and theories related to tourism in relation to a management and marketing perspective.

Important:
4. Analyze and critically evaluate ideas, arguments, and points of view in the tourism and hospitality industry arena.
5. Develop skills, competencies, and points of view needed by professionals in the tourism and hospitality management field.

REQUIRED TEXT:

COURSE MATERIALS AND READINGS:
Course materials and assigned readings (articles, book chapters, etc.) are accessible to every student via Canvas. The Canvas login link is https://learn-usu.uen.org/login (log-in with your A# and strong password). You should print out these course materials and keep everything in a
three-ring binder for organization and accessibility during scheduled class meetings, or you can store these electronically for use with your laptop or tablet.

**COURSE ASSIGNMENTS FOR EVALUATION:**

**Assignment 1**—“Tell Your Course Instructor About You” and “Have You Ever Been A Tourist?” (10 points) See Course Schedule for Due Date.

**Assignment 2**—Textbook: Preface and Chapter 1—Tourism and Tourists (pp. ix-38)

Written Response (20 points)

Respond to Review Questions #2 and #3, plus one additional Review Question of your choice, and your choice of any one Discussion Topic to address in a thoughtful and well-written response. Each Review Question written response is worth 4 points (3 x 4 = 12) and the Discussion Topic written response is worth 8 points, for a total of 20 points for this assignment. See Course Schedule for Due Date.

**Textbook Chapter Quizzes**—Chapters 2-9 (8 chapters x 20 points/chapter quiz = 160 points)

Complete quizzes for the textbook chapters via Canvas. See Course Schedule for Due Dates.

**Supplemental Readings**—Written Responses (80 points total)

There will be four additional supplemental readings requiring written responses tied into the following specific textbook chapters in Wyllie (2011). Each Written Response is worth 20 points for a total of 80 points. See Course Schedule for Due Dates.

- Chapter 3-Hosts, Guests, and Others
- Chapter 4-Tourism and Economy
- Chapter 8-Tourism and Environment
- Chapter 9-The Ethical Turn

**Tourism Websites Investigation** (40 points total)

The following two websites are of significance for tourism in Utah and require investigation, along with written responses to specific questions related to each. Each written response is worth 20 points for a total of 40 points. See Course Schedule for Due Dates.

- Utah Office of Tourism, Governor’s Office of Economic Development ([www.travel.utah.gov](http://www.travel.utah.gov))
- Official Tourism Website of the State of Utah ([www.visitutah.gov](http://www.visitutah.gov))

**Written Reactions to Video Interviews** (40 points total)

The following individuals fulfill important roles for tourism in Utah at the state and industry levels. Video interviews with the first two individuals require directed written reactions. See Course Schedule for Due Dates.

- Vicki Varela, Managing Director, Utah Office of Tourism (20 points)
- David Williams, Deputy Director, Utah Office of Tourism (20 points)
- Nan Anderson, Executive Director, Utah Tourism Industry Coalition (UTIC)—viewed and discussed in class; no points)
Final Project and Paper—Interview with Director of Local/Regional Destination Marketing Organization (DMO)
Each student will conduct a personal interview with the Director of a Local/Regional Destination Marketing Organization (DMO). Students will be required to:
1) Submit **Scheduling Information for the DMO Director interview (10 points)**;
2) Submit a **Draft of Proposed Interview Questions (20 points)** for approval by the course instructor;
3) Upon completion of the interview, students will develop, write, and submit a **Final Paper (200 points)** on the interview that also incorporates different aspects of course topics as a synthesis of learning;
4) In addition, each student will do a brief **Presentation on the Final Project (50 points)**, presented during the last class period or during the scheduled Final Exam period.
See Course Schedule for Due Dates.

**Student Participation (100 points)**
- Students are expected to attend each scheduled class period, be prepared for each class by completing all assigned readings and assignments, and participate in class discussion. The course instructor will subjectively take into consideration student participation in terms of attendance, timeliness, preparation, quality of verbal responses, comments, and questions, as well as attentiveness in class. See Grading Rubric (page 4) for Course Instructor expectations related to **Student Participation, In-Class Discussions, and Presentations**.

**POINT TOTALS FOR ASSIGNMENTS AND PARTICIPATION FOR EVALUATION:**

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
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<tbody>
<tr>
<td>Assignment 1</td>
<td>10</td>
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<tr>
<td>Assignment 2</td>
<td>20</td>
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<tr>
<td>Textbook Chapter Quizzes</td>
<td>160</td>
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<tr>
<td>Supplemental Readings</td>
<td>80</td>
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<tr>
<td>Tourism Websites Investigation</td>
<td>40</td>
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<tr>
<td>Written Reactions to Video Interviews</td>
<td>40</td>
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<tr>
<td>Scheduling Information-DMO Director Interview</td>
<td>10</td>
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<tr>
<td>Draft of Proposed Interview Questions</td>
<td>20</td>
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<tr>
<td>Final Paper—DMO Interview and Synthesis</td>
<td>200</td>
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<tr>
<td>Presentation of Final Project</td>
<td>50</td>
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<tr>
<td>Student Participation</td>
<td>100</td>
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<tr>
<td><strong>Total Points</strong></td>
<td>730</td>
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</tbody>
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**GRADE ASSIGNMENT:**
Course assignments for evaluation will be given numerical points and then converted to a letter grade for a final course grade based on the following scale (percentages):

- A = 730-679 (100-93%)  
- A- = 678-657 (92.9-90%)  
- B+ = 656-635 (89.9-87%)  
- B = 634-606 (86.9-83%)  
- B- = 605-584 (82.9-80%)  
- C+ = 583-562 (79.9-77%)  
- C = 561-533 (76.9-73%)  
- C- = 532-511 (72.9-70%)  
- D+ = 510-489 (69.9-67%)  
- D = 488-438 (66.9-60%)  
- F = 437-000 (59.9-00%)
<table>
<thead>
<tr>
<th>GRADING RUBIC:</th>
<th>Superior</th>
<th>Satisfactory</th>
<th>Minimal</th>
<th>Unacceptable</th>
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<tbody>
<tr>
<td><strong>Student Participation, In-Class Discussions, and Presentations</strong></td>
<td>Responses demonstrate an in-depth reflection on and personalization of theories, concepts, and/or strategies presented. Viewpoints and interpretations are insightful and well supported. Clear and detailed examples are provided, as applicable.</td>
<td>Responses demonstrate a general reflection on and personalization of theories, concepts, and/or strategies presented. Viewpoints and interpretations are supported. Appropriate examples are provided, as applicable.</td>
<td>Responses demonstrate a minimal reflection on and personalization of theories, concepts, and/or strategies presented. Viewpoints and interpretations are unsupported or supported with flawed arguments. Examples, when applicable, are not provided or are irrelevant.</td>
<td>Responses demonstrate a lack of reflection on or personalization of theories, concepts, and/or strategies presented. Viewpoints and interpretations are missing, inappropriate, and/or unsupported. Examples, when applicable, are not provided.</td>
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<tr>
<td><strong>Written Responses to Supplemental Readings, Assignments, and Final Project Paper</strong></td>
<td>Writing is very clear and well-organized with excellent sentence/paragraph construction. Thoughts are expressed in a very coherent and logical manner. There are few, if any, minor errors in sentence construction, usage, grammar, punctuation, or mechanics.</td>
<td>Writing is mostly clear, concise, and well-organized with good sentence/paragraph construction. Thoughts are expressed in a coherent and logical manner. There are some minor errors in sentence construction, usage, grammar, punctuation, or mechanics.</td>
<td>Writing is unclear and/or disorganized. Thoughts are not expressed in a logical manner. There is a moderate number of sentence construction, usage, grammar, punctuation, or mechanics errors.</td>
<td>Writing is very unclear and disorganized. Thoughts ramble, are not connected, and make little sense. There are numerous sentence construction, usage, grammar, punctuation, or mechanics errors.</td>
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COURSE POLICIES:

- In order to receive maximum benefit from this course, student attendance, and active engagement and participation, at all scheduled course meetings is required unless there is a documented illness (stay at home!). Note: If a student misses more than two unexcused scheduled class meetings, his/her final grade will be dropped by one letter grade. Student grades are highly correlated with attendance and participation. Students are expected to have completed all assigned readings and assignments prior to class, and be prepared to adequately discuss the subject matter. See Grading Rubric (page 4) for Course Instructor expectations related to Student Participation, In-Class Discussions, and Presentations.

- Only on-time and completed assignments will be accepted for full credit. All Course Assignments for Evaluation and Textbook Chapter Quizzes are due to the Course Instructor, submitted electronically, according to the date and time identified on the Course Schedule. Assignments and Quizzes turned in after that date and time are considered late and may be penalized 10%. Late assignments may be penalized an additional 10% for each 24 hour day late. Late assignments may not be accepted for evaluation three days beyond the due date.

- All Course Assignments must be word processed. Poorly written assignments may be returned for proofreading and corrections before being evaluated with subsequent loss of points. Points may be deducted for grammatical, sentence construction, spelling, and/or typographical errors on all writing assignments/papers. See Grading Rubric (page 4) for Course Instructor expectations related to Written Responses to Supplemental Readings, Assignments, and Final Project Paper. It will pay off in the long run to proofread your work thoroughly. Be proud of what you do! Submit your best writing. Plan ahead, do it on time, and be professional!

- Use of Electronic Devices in Class—Please refrain from using certain electronic devices during scheduled class meetings, such as pagers, I-pods/MP3 players, and other similar devices, as their use can be a general distraction to others and the instructor! The use of personal laptops/tablets is welcome and encouraged, provided these are only being used for course-related activities, such as taking notes, visiting the course’s Canvas website or other course-related websites, or for viewing documents related to course topics.

- Cell Phones—May be placed on top of the tables within view, in order to be able to receive information from USU’s Emergency Alert System (EAS) via text message, phone message, and/or e-mail of “threats to personal safety, fires, snow closures, evacuations, severe weather, and building closures” (www.usu.edu/alert). However, cell phones must be in a silent mode, and other than for receiving EAS information may not be used during class.

- For students with documented disabilities, as required by Section 504 of the Rehabilitation Act, appropriate accommodations will be made. Students must turn in a Notification of Accommodation to their Course Instructor at the beginning of the semester. With these accommodations, students are required to meet the academic standards of the university. See EQUAL OPPORTUNITY/AFFIRMATIVE ACTION AND STUDENTS WITH DISABILITIES below for more information.
• The University expects that students and faculty alike maintain the highest standards of academic honesty. For the benefit of students who may not be aware of specific standards of the University concerning academic honesty see information on the ACADEMIC HONESTY/HONOR CODE below.

• The Course Instructor may change the Course Syllabus and Schedule, with student notification, as the learning environment and course progression requires.

• If at any time students are unclear about course material, have specific questions, or have other class-related concerns, please contact the Course Instructor via e-mail. Your Course Instructor is here to assist you in your learning process and will respond in a timely manner either via e-mail or in scheduling a face-to-face meeting.

ACADEMIC HONESTY/HONOR CODE:

The University expects that students and faculty alike maintain the highest standards of academic honesty. For the benefit of students who may not be aware of specific standards of the University concerning academic honesty, the following information is taken from The Code of Policies and Procedures for Students at Utah State University (revised April 2002), Article V, Section 3; and Article VI, Section 1:

Section 3. University Standards
A. Academic Integrity: The Honor System
Each student has the right and duty to pursue his or her academic experience free of dishonesty. The Honor System is designed to establish the higher level of conduct expected and required of all Utah State University students.

The Honor Pledge: To enhance the learning environment at Utah State University and to develop student academic integrity, each student agrees to the following Honor Pledge: “I pledge, on my honor, to conduct myself with the foremost level of academic integrity.”

Acts of academic dishonesty include but are not limited to:

1. Cheating: (1) using or attempting to use or providing others with any unauthorized assistance in taking quizzes, tests, examinations, or in any other academic exercise or activity, including working in a group when the instructor has designated that the quiz, test, examination, or any other academic exercise or activity be done individually; (2) depending upon the aid of sources beyond those authorized by the instructor in writing papers, preparing reports, solving problems, or carrying out other assignments; (3) substituting for another student, or permitting another student to substitute for oneself, in taking an examination or preparing academic work; (4) acquiring tests or other academic material belonging to a faculty member, staff member, or another student without express permission; (5) continuing to write after time has been called on a quiz, test, examination, or any other academic exercise or activity; (6) submitting substantially the same work for credit in more than one class, except with prior approval of the instructor; or (7) engaging in any form of research fraud.
2. Falsification: altering or fabricating any information or citation in an academic exercise or activity.

3. Plagiarism: representing, by paraphrase or direct quotation, the published or unpublished work of another person as one’s own in any academic exercise or activity without full and clear acknowledgement. It also includes the unacknowledged use of materials prepared by another person or agency engaged in the sale of term papers or other academic materials.

Violations of the above policy will subject the offender to the University discipline procedures as outlined in Article VI, Section 1 (paragraphs A, E, F, G, and H) of the Code.

B. Academic Dishonesty: The Honor System

An instructor has full autonomy to evaluate a student’s academic performance in a course. If a student violates the Honor System, the instructor may sanction the student as part of the course evaluation. Such sanctions may include: (1) verbally warning the student; (2) giving the student a written reprimand; (3) requiring the student to rewrite a paper/assignment or to retake a test/examination; (4) adjusting the student’s grade for either an assignment/test or the course; or (5) giving the student a failing grade for the course. A sanction by the instructor is not a disciplinary penalty. If the instructor believes that, in addition to any sanction, the student should be disciplined and a penalty imposed, the instructor shall refer the student for disciplinary proceedings.

(Above information on Academic Honesty/Honor Code taken from the Utah State University Schedule of Classes Fall 2013)

To learn more about USU’s Honor system, visit [http://www.usu.edu/policies/PDF/Acad-Integrity.pdf](http://www.usu.edu/policies/PDF/Acad-Integrity.pdf).

EQUAL OPPORTUNITY/AFFIRMATIVE ACTION AND STUDENTS WITH DISABILITIES:

The vision statement of the Affirmative Action/Equal Opportunity (AA/EO) Office reads as follows:

USU sees an environment in which every individual has an opportunity to learn, work, and contribute, and where full inclusion and respect for all people encourages creativity and productivity. The result will be students, faculty, and staff working together, serving and strengthening our local, national, and global communities.

In support of this vision, it is the policy of Utah State University to ensure equal educational and employment opportunity regardless of race, color, religion, sex (including sexual harassment and pregnancy), national origin, age, disability, or veteran status. In addition, discrimination based on sexual orientation is prohibited in the hiring of employees or in evaluating employee or student performance.

The AA/EO Office implements federal, state, and University anti-discrimination laws, statutes, and policies, and strives to provide an atmosphere in which students, staff, faculty,
and participants in USU-sponsored activities and programs can work, study, and live without fear of illegal discrimination or harassment. It also works to increase access to education and employment for groups that have traditionally faced barriers to opportunities in these areas.

Utah State University is dedicated to providing equal opportunity in education and employment to all students, faculty, staff, applicants, and participants in University programs. Members of the University community, who feel their rights have been violated, want information, or just need some guidance relating to their course of action relating to AA/EO issues, should contact the Affirmative Action/Equal Opportunity Office, located in Military Science 118 (use south entrance), or call (435) 797-1266. Copies of the complete Affirmative Action Program are available in the AA/EO Office. Copies of AA/EO-related policies, including the sexual harassment policy and discrimination complaint policy, are available in the office. Information pertaining to other AA/EO-related laws, policies, and issues at the local (USU), state, and federal levels are also available at the office. These items, along with other information, are also available on the AA/EO Office website at http://www.usu.edu/aaeo.

(From the Utah State University General Catalog 2013-2014)

The University is required by law to help students with disabilities participate fully in all programs, activities, and services. If you have a disability that requires note-takers, interpreters for the deaf, extended testing time, etc., please discuss this with the course instructor as soon as possible and contact the Disability Resource Center (DRC) in Room 101 of the University Inn (797-2444; www.usu.edu/drc). Course material can be provided in alternative formats such as large print, audio, diskette, or Braille in cooperation with the DRC. Disabilities must be documented by the DRC.

NOTE: Course Syllabus subject to change with notice.
ENVS 3400—Fundamentals of Tourism
Course Schedule with Assignment and Quiz Due Dates
Fall Semester 2013

Week 1 August 26-30
Thursday, August 29—No Class Meeting
Your Own Course Orientation via Canvas and Acquire Textbook
- Assignment A1: Due Friday, August 30 by 5 p.m., submitted via Canvas.
  Part One: “Tell Your Course Instructor About You!”
  Part Two: “Have You Ever Been A Tourist?”

Week 2 September 2-6
Textbook: Wyllie (2011)—Preface and Chapter 1-Tourism and Tourists (pp. ix-38)
- Assignment A2: Textbook Chapters Written Responses—Due Tuesday, September 3 by 5 p.m. submitted via Canvas.

Thursday, September 5—First Class Meeting
- Course Orientation
  Bring at least one question you have about the Course Syllabus and Schedule.
- Introductory Powerpoint
- Class Discussion of Assignment A2

Week 3 September 9-13
Thursday, September 12—No Class Meeting
- Quiz Q1—Wyllie (2011)—Chapter 2-From Pilgrimage to Post-Tourism (pp. 39-68)—Due Monday, September 9 by 5 p.m. submitted via Canvas
- Quiz Q2—Wyllie (2011)—Chapter 3-Hosts, Guests, and Others (pp. 69-105)—Due Wednesday, September 11 by 5 p.m. submitted via Canvas
- Assignment A3: Supplemental Reading 1 Written Response—Due Friday, September 13 by 5 p.m. submitted via Canvas
  o Hosts and Guests-Anthropology of Tourism (Smith, 1989)-Introduction
  o Tourism: The sacred journey (Graburn, 1989)
  o Hosts and Guests Revisited-Tourism Issues of the 21st Century (Smith & Brent, 2001)

Week 4 September 16-20
Thursday, September 19—No Class Meeting
- Quiz Q3—Wyllie (2011)—Chapter 4-Tourism and Economy (pp. 107-145)—Due Monday, September 16 by 5 p.m. submitted via Canvas
- Assignment A4: Supplemental Reading 2 Written Response—Due Friday, September 20 by 5 p.m. submitted via Canvas
Week 5  September 23-27
Thursday, September 26—Class Meeting
- **Quiz Q4**—Wyllie (2011)—Chapter 5-Selling Culture (pp. 147-186)—Due Monday, September 23 by 5 p.m. submitted via Canvas
- **Quiz Q5**—Wyllie (2011)—Chapter 6-Tourism Sexscapes (pp. 187-219)—Due Tuesday, September 24 by 5 p.m. submitted via Canvas
- **Quiz Q6**—Wyllie (2011)—Chapter 7-Tourism, Power, and Politics (pp. 221-260)—Due Wednesday, September 25 by 5 p.m. submitted via Canvas

Week 6  September 30 - October 4
Thursday, October 3—No Class Meeting
- **Quiz Q7**—Wyllie (2011)—Chapter 8-Tourism and Environment (pp. 261-288)—Due Monday, September 30 by 5 p.m. submitted via Canvas
- **Assignment A5**: Supplemental Reading 3 Written Response—Due Friday, October 4 by 5 p.m. submitted via Canvas
  o The International Ecotourism Society (TIES) and *A Simple Users Guide to Certification for Sustainable Tourism and Ecotourism*

Week 7  October 8-11
Thursday, October 10—Class Meeting
- **Quiz Q8**—Wyllie (2011)—Chapter 9-The Ethical Turn (pp. 289-339)—Due Monday, October 7 by 5 p.m. submitted via Canvas
- **Assignment A6**: Supplemental Reading 4 Written Response—Due Friday, October 11 by 5 p.m. submitted via Canvas

Week 8  October 14-18 (10/19—Fall Break Day)
Thursday, October 18—Friday Class Schedule
- **Assignment A7**: Tourism Website Investigation Written Response—Due Wednesday, October 17 by 5 p.m. submitted via Canvas
  o Utah Office of Tourism, Governor’s Office of Economic Development ([www.travel.utah.gov](http://www.travel.utah.gov))

Week 9  October 21-25
Thursday, October 24—Class Meeting
- **Assignment A8**: Tourism Website Investigation Written Response—Due Tuesday, October 22 by 5 p.m. submitted via Canvas
  o Official Tourism Website of the State of Utah ([www.visitutah.gov](http://www.visitutah.gov))
Week 10  October 28-November 1
Thursday, October 31—No Class Meeting
- Assignment A9 and A10: Written Reaction to Video Interviews—Due Friday, November 1 by 5 p.m. submitted via Canvas
  - Vicki Varela, Managing Director, Utah Office of Tourism
  - Dave Williams, Deputy Director, Utah Office of Tourism

Week 11  November 4-8
Thursday, November 7—Class Meeting
- View and Discuss Video Interview with Nan Anderson, Executive Director, Utah Tourism Industry Coalition (UTIC)
- Introduction of Final Project and Paper—Investigation of Local Destination Marketing Organization (DMO) and Interview of DMO Director

Week 12  November 11-15
Thursday, November 14—No Class Meeting
- Assignment A11: Submit scheduling information for DMO Director interview—Due Thursday, November 14 by 5 p.m. submitted via Canvas
- Assignment A12: Submit Draft Interview Questions for DMO Director interview—Due Friday, November 15 by 5 p.m. submitted via Canvas

Week 13  November 18-22
Thursday, November 21—No Class Meeting
- Conduct DMO Interviews

Week 14  November 25-29 (Thanksgiving Holiday—11/27-29)
Thursday, November 28—No Class Meeting
- Conduct DMO Interviews

Week 15  December 2-6
Thursday, December 5—Class Meeting
- Final Project Presentations
- Complete Final Paper

Week 16  December 9-13—Final Exams Week
Class Meeting Thursday, December 12 from 3:30-5:20 p.m.
- Final Project Presentations
- Complete Final Paper
- Final Project Paper Due Friday, December 13 at 5 p.m.

NOTE: Course Schedule subject to change with notice.