



## TRMH\*6200 Contemporary Issues in Tourism & Hospitality (0.5) WINTER 2018

### General Course Information

<b>Instructor:</b>	WooMi Jo, Ph.D.
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Office Location	MACS 307
Office Hours	By appointment
Department/School	School of Hospitality, Food, and Tourism Management
Class Schedule:	Monday 12:30 – 3:20 pm
Room:	MAC Halls 233
<b>Pre-requisites:</b>	TRMH*6100 Foundations of Tourism and Hospitality Theories

### Course Description

The purpose of the course is to build students' ability to develop and critically evaluate contemporary research topics in tourism, hospitality and food. The course explores a variety of research trends, from classic to new topical areas. It encourages students to develop their own research ideas, to write an insightful literature review, and it supports the development of a research proposal that makes a contribution to knowledge. The course takes a "hands on" approach to research by asking students to read and critically evaluate research, develop study rationale, and write a literature review to support a research agenda.

### Course Learning Outcomes

1. To familiarize students with meaningful contemporary research issues and trends in tourism, hospitality and food research.
2. To enhance students' ability to develop and critically evaluate research papers.
3. To develop students' understanding of how to evaluate research in terms of its contribution to knowledge.
4. To help students' integrate their knowledge of different research issues, and identify potential areas for future research activity.
5. To socialize graduate students into the process of developing research ideas and developing researchable topics.

### Course Resources

#### Required:

Journal articles and/or book chapters will be distributed via the CourseLink site.

### Teaching and Learning Practices

#### Lectures

There will be readings (academic journal articles and/or a book chapter) assigned for each session. It is vital that all of the required reading be thoroughly analyzed by students prior to each session. Students are required to prepare an assignment almost every week, including critiques of selected articles, starting

the second week.

What a student gets out of this course depends on what the student and other classmates contribute. Each student is expected to engage in class discussions.

## Course Assessments

### Course grading/ evaluation

Assessments	Weights	Due Date
I. Class Engagement (discussion leads & participation)	15%	Throughout the semester
II. Article Critiques (10)	15%	Weeks 2-6 & 7-11
III. Research Topic Selection & Literature Outline	15%	February 12
IV. Research Topic Presentation	20%	Week 7- 11
V. Literature Review Assignment	35%	April 2
<b>TOTAL</b>	<b>100%</b>	

### I. Class Engagement (15%):

We will work together to make each class a stimulating and intellectually rewarding venture in group learning. Participation in class activities and discussion is presumed as a matter of course. Students are expected to be actively engaged and attentive, and to contribute to class discussions. Critical dissent, probing questions, and suggestions for further investigation are not only strongly encouraged, but will be solicited actively. The manner and content of participation are closely interrelated, so respectful contributions to our various topics are welcome.

The engagement mark will be based on participation in discussions and class contributions throughout the semester. The evaluation rubric is provided for a reference.

### II. Article Critiques (15%):

Students are to prepare an article critique of assigned readings (each 2 pages, double spaced, times new roman, both-sided printout) each week during weeks 2, 3, 4, 5 and 6. Two students will lead a discussion based on the assigned readings and their critiques by presenting a brief summary of their selected article, and their critique.

In addition, five more article critiques are during the individual topic presentations (see below for contemporary topic presentation) in weeks 7 to 11. The presenting student will select a major research article (with instructor's approval) relevant to the topic and share with the class a week prior to the presentation date. The remaining classmates will select an article from the article reference and prepare a critique. The presenting student will also lead a discussion, and other students are to make valuable suggestions for improvement based on their reading and critique. A template is provided on CourseLink site.

### III. Research Topic Selection & Initial Literature Outline (15%) - February 12:

An outcome of this course should be the development of a concrete topic, potentially for your thesis. Many students find that one of the major challenges they face in conducting research is to narrow their topic so that it can be fully treated within a reasonable time period. Identifying a research topic or defining a research problem that is neither too broad nor too narrow is a challenge, and research questions often take several iterations to perfect. Weeks 8 to 11 will focus on student-selected research topics.

Students are encouraged to consult their supervisor to come up with research ideas. In addition, students are asked to list critical keywords (Max. 6) of their research topic. By utilizing the keywords, search 20 important state-of- the-art and key articles relating to your research topic.

#### **IV. Research topic presentation and discussion (20%) - Week 7 - 11:**

Students will present their contemporary research topic and literature review at the end of semester. The presentation should mirror the literature review itself (see below for *literature review assignment*). The presentation will be marked on its coherence, organization and style. A 45-minute presentation (excluding Q/A session and discussion) should contain the following components: the selected research topic, a list of the critical keywords, importance of the research topic to tourism, hospitality or food, and an organized list of the references used for preparing the presentation.

#### **V. Literature review assignment (35%) - April 2<sup>nd</sup> :**

A literature review summarizes, interprets, and critically evaluates existing "literature" (or published materials) to establish current knowledge of a research topic. The purpose for doing so relates to ongoing research to develop that knowledge: the literature review may resolve a controversy, establish the need for additional research, and/or define a topic of inquiry.

Each student will need to use 20+ peer-reviewed journal articles and/or book chapters that are pertinent to the selected research topic. The literature review should be 10 to 12 pages long. Minimize direct quotes to emphasize your own words and perspective.

#### Literature Review Content:

Utilizing the techniques (see below *Crafting a Literature Review*), develop a literature review with references related to each sub-section.

The assignment format is as follows (a template is also provided in CourseLink site):

#### Introduction

List the LR objectives

List major components of the LR rationale with references

#### Major discussion

List chronologically highlighted trends of the relevant studies with references

List identified scope and themes of the relevant studies with references

List identified types of research methods used with references

#### Conclusion

List the existing studies' flaws or gaps with references

List strategies for how you might address the flaws or gaps.

#### Reference

APA style reference listing

**Crafting a Literature Review (LR):** A literature review can serve many purposes:

- *Source identification.* Identifying and pinpointing documents of relevance (Rowley & Slack, 2004).
- *Comparing and contrasting previous research.* Identifying other people working in the same field (Bourner, 1996 in Greenfield), comparing their contributions, identifying the relationships amongst studies and contrasting opposing views (Hart, 1998).
- *Identifying gaps in the literature.* Distinguishing what has already been achieved from what still needs to be understood and accomplished, thus identifying existing gaps in literature and raising questions that hold potential for exploration (Boote and Beile, 2005; Bourner, 1996 in Greenfield).
- *Identifying issues.* Providing "a clearly organized, well-argued statement of what the literature does and does not say about some key issue or question" (Boote & Beile, 2005).
- *Defining the proposed research contributions.* Highlighting the intended contributions and justifying the research (Jonsson, 2006).
- *Building the foundation.* Providing "the foundation stone on which one's own work is built" (Massey, 1996), as well as the background to the research (Bruce, 1994, *The Curious Researcher*).

- *Situating the work in the research literature.* Helping “the reader understand your thinking and what has impacted it, [adding] credibility to your expertise as an author, and [situating] your writing in the larger scholarly dialogue” (Hinchliffe, 2003).
- *Reinterpretation of results.* Creating “new understandings of the topic” and building a premise about what the existing evidence suggests for future inquiry (Boote & Beile, 2005; Khoo, Na & Jaidka, 2011).

## Course Policies

For a small and motivated cohort of students in a course like this, the policies are few. Things to consider:

1. Participation is of paramount importance. If you know in advance that you will miss a class, please e-mail me. If an emergency situation arises that causes you to miss a class, please get in touch when convenient.
2. Keeping with the participation theme—please ensure you are keeping up on the readings.
3. Class starts right on time, so please be there a minute or two early to get settled. If you need to leave before the end of class, please let me know.
4. With a three hour time slot, I will incorporate a break in the middle of the class. Please use that break time to check text messages, etc. versus doing these things during the class time.

## Grading Policies

All written work must be submitted, hard-copy and online copy on CourseLink, at the beginning of class on the due date. Penalties are stiff — up to 40% if late. The instructor has the right to use Turnitin.com plagiarism detection.

## University Policies

### Academic Consideration

When you find yourself unable to meet an in-course requirement because of illness or compassionate reasons, please advise the course instructor in writing, with your name, id#, and e-mail contact. See the academic calendar for information on regulations and procedures for Academic Consideration: <http://www.uoguelph.ca/registrar/calendars/undergraduate/current/c08/c08-ac.shtml>.

### Academic Misconduct

The University of Guelph is committed to upholding the highest standards of academic integrity and it is the responsibility of all members of the University community, faculty, staff, and students to be aware of what constitutes academic misconduct and to do as much as possible to prevent academic offences from occurring.

University of Guelph students have the responsibility of abiding by the University's policy on academic misconduct regardless of their location of study; faculty, staff and students have the responsibility of supporting an environment that discourages misconduct. Students need to remain aware that instructors have access to and the right to use electronic and other means of detection.

**\*\*Please note:** Whether or not a student intended to commit academic misconduct is not relevant for a finding of guilt. Hurried or careless submission of assignments does not excuse students from responsibility for verifying the academic integrity of their work before submitting it. Students who are in any doubt as to whether an action on their part could be construed as an academic offence should consult with a faculty member or faculty advisor.

The Academic Misconduct Policy is detailed in the Undergraduate Calendar: <https://www.uoguelph.ca/registrar/calendars/undergraduate/2017-2018/c08/c08-amisconduct.shtml>

## Accessibility

The University of Guelph is committed to creating a barrier-free environment. Providing services for students is a shared responsibility among students, faculty and administrators. This relationship is based on respect of individual rights, the dignity of the individual and the University community's shared commitment to an open and supportive learning environment. Students requiring service or accommodation, whether due to an identified, ongoing disability or a short-term disability should contact the Centre for Students with Disabilities as soon as possible. For more information, contact CSD at 519-824-4120 ext. 56208 or email [csd@uoguelph.ca](mailto:csd@uoguelph.ca) or see the website:

<https://www.uoguelph.ca/csd/>

## Drop date

The last date to drop one-semester courses, without academic penalty, is **Friday, March 9, 2018**.

For regulations and procedures for Dropping Courses, see the Academic Calendar:

<https://www.uoguelph.ca/registrar/calendars/undergraduate/current/pdf/files/index.shtml>

## Tentative Course Schedule

Week	Dates	Topic
1	1-8	<b>Topic:</b> Introduction Contemporary issues in Hospitality and Tourism <b>Reading:</b> Course Outline <b>Activity:</b> Research directions (thesis topics of potential interest) & Feedback from the previous semester. Assignment of article critiques and discussion leads. How to conduct article critiques
2	1-15	<b>Topic:</b> Tourist wellbeing <b>Reading:</b> Smith, M.K., & Diekmann, A. (2017). Tourism and wellbeing. <i>Annals of Tourism Research</i> , 66, 1-13. <b>Activity:</b> Read this article; identify its theoretical foundations; select 1 reference of interest to you, write a critique of your article to share with the class.
3	1-22	<b>Topic:</b> Technology <b>Reading:</b> Wei, W., Torres, E., & Hua, N. (2016). Improving consumer commitment through the integration of self-service technologies: A transcendent consumer experience perspective. <i>International Journal of Hospitality Management</i> , 59, 105-115. <b>Activity:</b> Read this article; identify its theoretical foundations; select 1 reference of interest to you, write a critique of your article to share with the class.
4	1-29	<b>Topic:</b> Mobile Usage <b>Reading:</b> Park, S., & Iis P. Tussyadiah, I.P. (2017). Multidimensional Facets of Perceived Risk in Mobile Travel Booking. <i>Journal of Travel Research</i> , 56(7), 854- 867. <b>Activity:</b> Read this article; identify its theoretical foundations; select 1 reference of interest to you, write a critique of your article to share with the class.
5	2-5	<b>Topic:</b> Corporate social responsibility <b>Reading:</b> Martínez, P., & Bosque, I.R.D. (2013). CSR and customer loyalty: The roles of trust, customer identification with the company and satisfaction. <i>International Journal of Hospitality Management</i> , 35, 89- 99. <b>Activity:</b> Read this article; identify its theoretical foundations; select 1 reference of interest to you, write a critique of your article to share with the class.

6	2-12	<p><b>Topic: Human Resource Management</b>  <b>Reading:</b> Lee, K.H., Choo, S.W., &amp; Hyun, S.S. (2017). Effects of recovery experiences on hotel employees' subjective well-being. <i>International Journal of Hospitality Management</i>, 52, 1-12.  <b>Activity:</b> Read this article; identify its theoretical foundations; select 1 reference of interest to you, write a critique of your article to share with the class.</p>
	2-19	No Class – Study Week
7	2-26	<p><b>Contemporary Research Topic #1:</b> TBA (with instructor's approval)  <b>Activity:</b> Student presentation and class discussion  <b>Reading:</b> presenting student will assign</p>
8	3-5	<p><b>Contemporary Research Topic #2:</b> TBA (with instructor's approval)  <b>Activity:</b> Student presentation and class discussion  <b>Reading:</b> presenting student will assign</p>
9	3-12	<p><b>Contemporary Research Topic #3:</b> TBA (with instructor's approval)  <b>Activity:</b> Student presentation and class discussion  <b>Reading:</b> presenting student will assign</p>
10	3-19	<p><b>Contemporary Research Topic #4:</b> TBA (with instructor's approval)  <b>Activity:</b> Student presentation and class discussion  <b>Reading:</b> presenting student will assign</p>
11	3-26	<p><b>Contemporary Research Topic #5:</b> TBA (with instructor's approval)  <b>Activity:</b> Student presentation and class discussion  <b>Reading:</b> presenting student will assign</p>
12	4-2	Final wrap up/ Literature review assignment due

**\*\*Note:** The instructor has the right to make changes to the schedule as needed throughout the semester. Any changes made will be announced to students prior to the date affected.