



HTM*3160 – Destination Management and Marketing

Fall 2021 (0.5 Credit weight)

Lecture: Pre-Recorded, available Mondays 8:00

Seminar: Thursdays 11:30 – 12:50 (MINS 103)

General Course Information

Welcome to our virtual class! We will be applying a ‘flipped classroom’ approach, in which students are expected to learn the concepts at home at their own pace, and then use the lecture to reinforce their understanding of the concepts and apply them with support from the instructor through the use of various activities, case studies, guest lectures, etc during seminar. To be able to complete this course successfully, students will need to ensure that they have a working and reliable internet connection and knowledge of the various tools and programs used in this course. All classes will require students to wear a mask to each and every seminar to protect themselves and others. We all have a role to play in helping protect our community and reducing the spread of COVID-19. By joining the class, you are agreeing to these terms.

Instructor: Michael Lever, PhD

Email lever@uoguelph.ca

Virtual Office Hours Thursdays 4:00 – 5:00 p.m. in Zoom, or by appointment

Department School of Hospitality, Food and Tourism Management

Class Schedule: We will be using a combination of self-paced learning and real-time learning in this course. Each week, you will view a pre-recorded lecture for that week’s content (approximately 1.5 hours in length), and then you will come to class on **Thursdays from 11:30 – 12:50 in Zoom** to apply the concepts you have learned. It is important that you view the lecture before arriving to class!

Pre-requisites: HTM 2170

Course Description

This course embodies both the opportunities and challenges facing Destination Marketing Organizations (DMOs) and focuses on how destination marketing is planned and implemented.

Course Learning Outcomes

Upon completion of the course students will be able to understand the fundamental issues relating to:

Knowledge and Understanding:

- 1) *Develop a comprehensive and critical understanding of the major concepts of destination and marketing*
- 2) *Assess market opportunities by analysing customers, competitors, collaborators, context, and the strengths and weaknesses of a destination marketing organization (DMO)*
- 3) *Better understand the marketing concepts learned from the previous courses by relating it to the "real world" of business*
- 4) *Develop effective marketing strategies to achieve organizational objectives.*
- 5) *Provide effective future marketing directions to achieve organizational objectives.*
- 6) *To use the techniques, skills, and tourism marketing tools necessary for assessing tourism activity and analysing tourism potential.*

Discipline/Professional and Transferable Skills:

- 7) *Communicate and defend students' recommendations and critically examine the recommendations of their classmates*
- 8) *Develop and demonstrate the ability to work effectively in multi-disciplinary teams*
- 9) *Develop proficiency in the ability to integrate marketing knowledge and understanding from various areas of tourism business via situation and data analysis and proper solutions to tourism business issues and problems*

Content

Each week, the content will be divided into two parts:

1. **Pre-Recorded Lecture Topic.** This will be self-paced, and must be viewed at home prior to arriving to lecture. You can control the speed of the playback so you will be able to fast forward through parts that you find repetitive or you already understand, and slow down parts that you are struggling with. While you watch, please take notes of any questions you may have and we can discuss them at the start of the Zoom lecture for that week.
2. **Seminar Discussion/Activity.** After you have viewed the content on your own, you will come to class where we will put the concepts into practice through a variety of approaches, including case studies, group-based activities, and more. I'll do my best to keep the lectures fun and interactive for the full 1.5 hours, but preparation on your part is key to success!

Week 1 (September 9-10):

Pre-Recorded Lecture Topic: N/A

Required Readings: Chapter 1

Seminar Discussion/Activity: Syllabus Review; Get to know one another; Meet Your Professor sign-up; Team formation; Discussion: what are roles of destination management and marketing? Why is it important? What has changed this year (regarding Covid-19)?

Week 2 (September 13-17):

Pre-Recorded Lecture Topic: What are the benefits and process of long-term planning? What is PRICE Model? How do DMOs measure their own performance?

Required Readings: Chapters 2 & 3

Seminar Discussion/Activity: What happens when you stop marketing case

Week 3 (September 20-24):

Pre-Recorded Lecture Topic: What are the product extensions in tourism development? How do you define soft vs. hard tourism products? What is tourism quality? What are its components? What strategies should be used to deal with the different market conditions (e.g. penetration, development or diversification)?

Required Readings: Chapter 5

Seminar Discussion/Activity: Great Canadian rail tour company

Week 4 (September 27-October 1):

Pre-Recorded Lecture Topic: Who are tourism stakeholders? What are the definitions for destination partnership and team-building? What are the reasons behind the trend that public-private partnerships are becoming popular? What are the main ingredients of successful partnership? What are some possible challenges for successful partnership? Why are community efforts important to the success of destination management?

Required Readings: Chapters 6 & 7; Short 'pitch' of proposal today

Seminar Discussion/Activity: Over-Tourism Case

Week 5 (October 4-8):

No class scheduled – Fall study break

Week 6 (October 11-15):

Pre-Recorded Lecture Topic: N/A

Required Readings: Final Report instructions

Seminar Discussion/Activity # 1: Hwan-Suk (Chris) Choi – Artificial Intelligence in Tourism and Hospitality; Kimberly Thomas-Francois – Grenada Tourism

Seminar Discussion/Activity # 2: Proposal presentation and Q&A session; Discussion about upcoming final report

Week 7 (October 18-22):

Pre-Recorded Lecture Topic: What is destination positioning, image and branding? How are these concepts interconnected? Why is destination branding important? What are the major challenges involved with doing destination branding? What are the characteristics

Required Readings: Chapter 10

Seminar Discussion/Activity: Branding Exercise: Identify your favourite service (e.g. hotel, restaurant) and destination brands (two each) and describe what makes them great or why you like them. In addition, Identify your least favourite service and destination brands (two each) and describe what makes them horrible or why you dislike them. When assessing your favourite and least favourite brands, identify their image using adjectives.

Week 8 (October 25-29):

Pre-Recorded Lecture Topic: Which elements comprise the basic models of communications and what are their roles and functions? What is the definition of integrated marketing communications and why is the concept important? What are the major components of IMCS and how is each of them defined? Why are ICTs so important in today's tourism business? What is Smart Tourism? What are the key elements of Smart Tourism?

Required Readings: Chapters 11 & 12

Seminar Discussion/Activity: The Northern Likes case study

Week 9 (November 1-5):

Pre-Recorded Lecture Topic: What is the push and pull theory? What are the main factors affecting on destination selection? What is the effect of perceived destination image on destination selection so important and why? What is eco-tourism and why is it important?

Required Readings: Chapter 13

Seminar Discussion/Activity: 'Different Shades of Green' Costa Rica Case Study

Week 10 (November 8-12):

Pre-Recorded Lecture Topic: What are the benefits of developing and promoting domestic tourism? How important is domestic tourism vis a vis international tourism? What are the overall issues and challenges with domestic tourism? What are the major challenges facing DMOs in the international marketing for pleasure travel? What are the different business event markets and how is each of them defined? Which trends are impacting upon business travel and events?

Required Readings: Chapters 14, 15, & 16

Seminar Discussion/Activity: Identify a niche tourism which best works for Vancouver, Toronto, Montreal or Beijing. Prepare two pages ppt slides (overview and potentials) and your justification for in class discussion.

Week 11 (November 15-19):

Pre-Recorded Lecture Topic: Future of DMM

Required Readings: Chapter 17

Seminar Discussion/Activity: Final class discussion about what comes next for the tourism industry – your impressions, ideas, hopes, fears, etc.

Week 12 (November 22-26):

No Lecture

Activities: Final Presentation & Wrap up

Course Assessment

Assessment #	%	Description	Associated Learning Outcomes	Due Date/ location
Assessment 1:	30%	<i>Virtual Discussion Participation; Weekly Journal; One Min. Paper</i>	1 – 5	Weeks 2 - 11
Assessment 2:	30%	8 Quizzes	1 – 5	Weeks 3 - 11
Assessment 3:	40%	<i>Project Report (Group contract, Meeting minutes, Proposal and Final project) & Presentation</i>	1 – 7	Weeks 3, 6, 12
Total	100%			

Teaching and Learning Practices

- Lectures**
- The basic method of instruction will be formal lectures (both self-paced and in-class-based), as well as discussions held both in the lecture and in the Discussion forum in Courselink. Guest speakers are incorporated where possible.
 - Class feedback is welcomed and encouraged.
 - Students are strongly encouraged to prepare for, attend, and participate in class regularly.
 - Please make every effort to attend lecture each week to stay on top of the workload.

Course Resources

Required Texts:

Morrison, A. (2018). *Marketing and Managing Tourism Destinations*, 2nd Edition. Routledge, New York, NY.

eBook available for purchase here (USD \$88.00):

https://play.google.com/store/books/details?id=JmhuDwAAQBAJ&gl=ca&hl=en-CA&source=productsearch&utm_source=HA_Desktop_US&utm_medium=SEM&utm_campaign=PLA&p_campaignid=MKTAD0930B01&gclid=Cj0KCQjwgo_5BRDuARIsADDEntSTb2XSa5qpkNn7cUfBOK6HkNVE1-BcyFMc4UJ9jY-oD-9u5rPlfE4aAtT-EALw_wcB&gclidsrc=aw.ds

Academic and trade journal, case studies, and newspaper articles will be distributed via Courselink.

Course Policies

Assessment 1 Class Participation (30%)

A. *In-class Discussion Participation (15%)*

Even though we're meeting virtually, you are still expected to participate in class in order to make the discussions interesting, insightful, and fun. Successful participation means being engaged in each lecture and offering your own opinions, insights, and responses to the questions being asked. We should work together to make each class session a lively, stimulating, and intellectually rewarding venture in group learning. You are individually and collectively responsible to that end. Believe me, nobody (including me) wants to hear me ramble on endlessly about the course concepts without engaging in class discussion. The best classes are those that are highlighted by an interactive discussion about the potential marketing opportunities that arise from course concepts or from case issues. As such, we are all co-producers of knowledge. You will also have the opportunity to gain participation marks through the Discussion Board in Courselink related to each week's topic.

This class is unique – you have to *buy* your participation mark! Don't worry, I found an ethical way to do this... You will be rewarded by DM Bucks at any time during class, a digital currency using the 'Bankaroo – for students' mobile app. The DM bucks will be awarded to students who participate in class discussion. Throughout the class, I will assign DM bucks to you through the app. If your participation has a greater value, you will get a bigger dollar value 5 DM bucks (e.g. 2 or 5 dollars). Your participation mark will be determined based on the accumulated DM bucks.

Important! Don't spend your DM bucks on lower-tier participation marks. Only spend your participation marks at the end of the semester, "buying" the mark you can afford. The following participation marks cost the equivalent DM Bucks:

1 – 35 Bucks	=	Level 1 Participation
36 – 50 Bucks	=	Level 2 Participation
51 – 65 Bucks	=	Level 3 Participation
66 – 80 Bucks	=	Level 4 Participation
81 – 95 Bucks	=	Level 5 Participation
96 – 110 Bucks	=	Level 6 Participation
111 – 125 Bucks	=	Level 7 Participation
126 – 140 Bucks	=	Level 8 Participation
141 – 155 Bucks	=	Level 9 Participation
156 + Bucks	=	Level 10 Participation

B. *One Minute Surveys (5%)*

A "one minute survey" (should actually take several minutes) will be completed by you at the end of each class in that week's folder. You will be asked to answer the following three questions:

- What is the most significant thing you learned today?
- What is one 'muddiest' point still remaining at the conclusion of today's class?
- Any other comments, suggestions, or questions?

This exercise will help the instructor monitor which concepts and applications you feel you have mastered and which you feel are still unclear. The next class will start with a few minutes spent discussing student answers to the first question and explaining the misunderstandings that seemed to be shared by more than three students.

C. *Weekly journal reflection (10%)*

During each seminar, we discuss the concepts from the assigned readings, current events and their impacts on international and/or domestic tourism, to which all students are expected to contribute. Using a physical journal, you will note your highlights from the assigned readings and lectures, and to record your reflections. For your weekly journal entries, use the following headings: "Lecture from Week X" and "Assigned Reading for Week X".

For example:

Weekly Journal for Week 2

1). Lecture from Week 1.

Write your reflection and highlights for Week 1 here.

2). Assigned reading for Week 2.

Write your reflection and highlights of the assigned reading(s) for Week 2 here.

Detailed instructions:

- Submit your journal at the beginning of each class to me for my signature.
- Example: In Week 2, you will submit lecture reflection & highlights from Week 1 and reflection & highlights on the assigned reading(s) for Week 2.
- You will be asked to grade your own journal and submit a complete version (with all reflections throughout the semester) to Dropbox in Week 12 for assessment. Each week's journal is rated on a 5-point scale (5 = outstanding, far exceeds expectations; 4 = above average, exceeds expectations; 3 = satisfactory, meets expectations; 2 = needs improvement; and 1= not able to evaluate).
- When grading your journal, follow the guideline below. Reading assignment: 50%; Lecture: 50%
- Your self-graded journal mark must be lower or higher by 30% of my grade to be valid.

Assessment 2: Open-Book Quizzes (30%)

There will be no written midterm or final exams in this course. The open-book quizzes will be based on assigned course readings and case discussions. In order to stress the importance of the readings for this class, quizzes will be given in order to establish student knowledge and comprehension of the materials. The quizzes will consist of multiple choice questions. No consideration will be granted for not writing quiz(zes) on the date specified. Quizzes will not be re-evaluated after 2 weeks from the day the quiz was given.

During the week prior to each seminar students will be able to complete the quiz. Students are not allowed to discuss the answers to the questions with one another, and will complete one quiz per student. If a student misses the weekly quiz for any non-valid reason, they will receive a 0 grade.

Assessment 3: Term Project (40%)

A. Group Contract (1%) – **Due in Dropbox by September 17 at 11:59 p.m.**

Shortly after you form a group, you and your fellow group members will be required to develop a group contract (no more than 400 words) containing the "ground rules" for your team. In the group you work with, it is important to have some common goals and expectations that will guide your group's interaction. The more you know about your group members, what to expect of each other, and how to proceed, the better the group will perform and interact.

This will include, but not necessarily be limited to, the following group decisions: communication, decision making, emergencies, and changes. Especially, you need to include how potential intra-group conflict will be resolved (Problems in communication, differences of opinion, and other area of conflict). You **MUST** have an agreed-upon plan in place for identifying and attempting to resolve such intra-group issues. Think of me as "a higher court of appeals" in that regard! I will always be ready, willing and available to step in and help with any conflict resolution but **ONLY** as a FOLLOW-UP step to your first working within your group as stated in your contract to attempt to resolve any such problems!

B. Proposal (7%) (6 – 7 pages) – **Due in Dropbox by October 15 at 11:59 p.m.**

Please complete the following 4-5 page proposal for your project:

1. Team members' names
2. Statement of Introduction for your project proposal
 - Identify the city your team will be consultants for
 - Brief introduction and rationale for selecting your project city (The most important section)
 - Identify marketing potential of the city or area destination

3. Brief summary of current tourism activity
4. Identify 3 major attractions that can be used as major attractions to bring more tourists (if you cannot identify 3 major attractions, then a selected destination will be good for your project.)
5. Identify direct competing destinations (considerably, both geographically and product wise) and briefly discuss about them and their strategic activities.
6. Search for three academic journal articles (peer reviewed) related to your destination's attractions or potential target markets and attach the first page of those three articles.
7. List of statistical materials used for the final report (at least 3)
8. Provide your destination visit and project work plans.
9. You will be asked to present your proposal on October 16

C. Meeting Minutes (2%) – Due in Dropbox by November 20 at 11:59 p.m.

I'm asking you to keep minutes of your group meetings so that both you and I can keep track of your progress as a group. The minutes will document your successful activities, and reveal problem areas (if any) that we need to address. They should also encourage you to hold better meetings—for example, to establish your agenda at the beginning of the meeting, to require timely attendance and so on.

The following is an outline of what the minutes should contain. Blanks of this form are available on the course website. You can either download the doc format and fill it in on a word processor, or print it out and fill it by hand.

Meeting Minutes

- Date: (date of meeting) Place: (where you met, such as Zoom, Facebook Messenger, WhatsApp, etc.)
- Secretary pro tem: (who prepared the minutes)
- Scheduled starting time: (time) Actual starting time: (time)
- Members in attendance/time of arrival: (list)
- Planned Agenda: (The major items you expected the meeting to address from the beginning)
- Other items brought up: (Any new items that got talked about during the meeting)
- Resolution: (Briefly summarize the results of the discussions—a few sentences each)
- Responsibilities: (Briefly describe what each member is supposed to do during the time before the next meeting.)
- Next meeting: (Date, time & place). Agenda for next time: (What you expect you have to do next time.)
- Meeting adjourned: (time).

D. Final Report (25%) (18 – 25 pages) – Due in Dropbox by November 20 at 11:59 p.m.

Each team is required to prepare a marketing plan for a city of their choice.

Your term project is a group-based project. Groups will consist of 3-4 students, unless prior approval is received for a larger or smaller group. Since you are all 3rd or 4th students, you will form your own groups. More detailed guidelines will be distributed and discussed during the semester.

Throughout the course, you will receive various awards for certain behaviours, such as visiting me during office hours, engaging in thoughtful discussions, and doing well on quizzes each week. These awards will be translated into bonus marks for your final report! You can earn up to an additional 5% bonus on top of your final report grade through earned course awards. You can see the list of possible awards in CourseLink.

E. Presentations (5%) – Slides due in Dropbox by November 26 at 11:59 p.m.

- The team presentations of the marketing projects will take place at the end of the semester.
- For this presentation, teams should use PowerPoint to present their materials through Zoom.
- Each team member must participate in the actual presentation.
- The time should be distributed as equally as possible among members of the team.
- Presentations will be limited to 15 minutes with 5 additional minutes for class discussion. This timing is firm.
- Additional specifics will follow in class as the semester progresses.

Written Document Format

All written work is to be professionally prepared and the following guidelines are to be followed where appropriate including:

- Typed and double spaced

- Sources properly cited (APA style)
- Turned in on the date due (10% penalty each day it is late)
- Include your name, due date and course number
- Clarity of approach
- Structure and organization
- Logic and level of analysis
- Support and justification for your arguments
- Lack of grammatical and spelling errors
- Comprehensiveness

Oral presentation policy

- A presentation will be made in Class Session 12 (as determined by lottery.)
- All team members must participate on a **relatively** equal basis.
- There is no maximum number of PowerPoint slides; however, no more than 15 minutes are allotted for the presentation.
- Five minutes will be allotted for Q and A.
- A copy of the PowerPoint slides must be submitted to Dropbox the night prior to the presentation for Q and A preparation.
- Students presenting in the first session will be expected to stay in class for the remaining presentations.

Course Policy on Group Work:

Team members are expected to work together. The effectiveness of a team depends upon how the members discusses, organize, and accomplish tasks. A peer evaluation will be available at the end of the semester and non-functioning members may risk losing up to 5% of their grade based on comments by other members.

Some recommendations:

- Teamwork requires planning; discuss your project, set your goals, delegate functions, evaluate results, and set new goals...;
- Develop an agenda with your own due dates and days for discussion;
- Establish group coordinators for each activity;
- Some work can be done individually or in subgroups of 2 (need approval) or 3-4 (recommended);
- Develop a "team contract". Clearly state the obligations of all team members, the means of communication, frequency of meetings, outline your decision processes and what should you do when something is not working (i.e. if a team member is not doing his/her work); and
- **START NOW!!!!** Meet and do your planning soon. This way each member can begin to work on individual assignments and schedules.

Late Submission & Absence

For this class, there are two types of absences: excused and unexcused. Excused absences include absences due to religious observances, intercollegiate athletics, University student government, a death in the family, and *confirmed* medical illnesses. All other reasons for an absence (e.g., heavy snowfall, car problems, job interview, vacation, computer problems, cat stuck in tree, etc.) are considered unexcused absences (talk to me ASAP if you think you might miss class for whatever reason).

For excused absences: You or a family member should contact me within 48 hours (if possible) of the assignment due date to request an extension.

The University will not normally require verification of illness (doctor's notes) for fall 2020 or winter 2021 semester courses. However, requests for Academic Consideration may still require medical documentation as appropriate.

For unexcused absences: **10% penalty each day it is late; if more than 3 days late it will receive a 0%**

Final Thoughts

If you are having problems or issues, SPEAK UP! I am more than happy to help you with difficulties you are having in the course. This help is conditional upon you doing your job. That is, you should read the text and study the slides before you come to see me. The session is much more fruitful if you have tried to understand the material first. I will not redo a class lecture because you didn't attend. Please attend the lectures; it makes everyone's life much easier. Review and read any material to be covered in class before you arrive. I assume you have done this when I present material.

Course Policy regarding use of electronic devices and recording of lectures

Presentations which are made in relation to course work—including lectures—will be recorded each week given the online format of the class. If you have any issues with being recorded in this way, please notify the instructor at the beginning of the semester and we can discuss options. Material recorded is restricted to use for the course, unless further permission is requested and granted.

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. While the University will not require verification of illness (doctor's notes) for the Fall 2021 semester it is still recommended to contact the instructor in order to discuss missed work.

Please note that the ongoing COVID-19 pandemic may necessitate a revision of the format of course offerings and academic schedules. Any such changes will be announced via CourseLink and/or class email. All University-wide decisions will be posted on the COVID-19 website (<https://www.uoguelph.ca/covid19/>) and circulated by email.

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:

<http://www.uoguelph.ca/registrar/calendars/undergraduate/current/c08/c08..>

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 or see the website:

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

Diversity, Equity, and Inclusion

At the Lang School of Business and Economics, we are committed to developing leaders with a social conscience, an environmental sensibility, and a commitment to their communities. A core tenet within this vision is that diversity is a strength with which we can experience greater connection and understanding.

As such, we affirm the importance and shared responsibility of our students, faculty, and staff creating and promoting equity and inclusion within our learning spaces. Creating these kinds of learning cultures is a process, not a destination; it requires ongoing willingness on the part of each person to thoughtfully and critically listen, unlearn, learn, and engage as they are exposed to a multitude of perspectives and lived experiences. We encourage dialogues between students and instructors to address and advance opportunities for fostering greater diversity and inclusion in the learning environment. Openness to conversations with each other enables us to reflect and grow as we learn from one another respectfully and holistically.

As a department that is training the professionals of the future, we expect our learning spaces to abide by all institutional policies and guidelines, in particular those outlined by the Office of Diversity and Human Rights and the [University of Guelph Human Rights Policy](#). Discrimination and harassment, as defined by our policies, will not be tolerated. Individuals should inform the appropriate party as per University policies if they experience any such behaviours.

Course Evaluation Information

Please refer to the Course and Instructor Evaluation Website

Drop date

The last date to drop one-semester courses, without academic penalty, is **December 3rd, 2021**. For regulations and procedures for Dropping Courses, see the Academic Calendar:

<http://www.uoguelph.ca/registrar/calendars/undergraduate/current/c08/c08>

Additional Course Information – Online Etiquette and Expectations

Inappropriate online behaviour will not be tolerated. Examples of inappropriate online behaviour include:

- Posting inflammatory messages about your instructor or fellow students
- Using obscene or offensive language online
- Copying or presenting someone else's work as your own
- Adapting information from the Internet without using proper citations or references
- Buying or selling term papers or assignments
- Posting or selling course materials to course notes websites
- Having someone else complete your quiz or completing a quiz for/with another student
- Stating false claims about lost quiz answers or other assignment submissions
- Threatening or harassing a student or instructor online
- Discriminating against fellow students, instructors and/or Tas
- Using the course website to promote profit-driven products or services
- Attempting to compromise the security or functionality of the learning management system
- Sharing your user name and password
- Recording lectures without the permission of the instructor

Despite being a virtual lecture, you are expected to behave the same as if you were arriving to class in person. It is crucial that each of you give (and receive!) respect to/from your colleagues within the online environment, and that at no point in time any student engages in behaviours that would be deemed as inappropriate or disrespectful in a non-virtual setting. This includes, but is not limited to, the list above. Essentially, nothing hurtful or offensive.

Please remember that the lectures will be recorded, and any such behaviours deemed inappropriate within the online context will result in the student being asked to leave the lecture room, and possibly removed entirely from the course depending on the severity of their actions, and being reported to the program director. My top priority is to ensure that students have a safe space where they are free to learn and work without fear of judgment or harassment. Especially in these difficult times, it is important that we come prepared to build each other up, rather than tear each other down.

Date Submitted to Chair:	
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Chair Signature (Approval):	
Date Approved by Chair:	

Disclaimer

Please note that the ongoing COVID-19 pandemic may necessitate a revision of the format of course offerings, changes in classroom protocols, and academic schedules. Any such changes will be announced via CourseLink and/or class email.

This includes on-campus scheduling during the semester, mid-terms and final examination schedules. All University-wide decisions will be posted on the COVID-19 website (<https://news.uoguelph.ca/2019-novel-coronavirus-information/>) and circulated by email.