

## General Course Information

<b>Instructor:</b>	WooMi Jo, Ph.D.
E-mail	<a href="mailto:woomi@uoguelph.ca">woomi@uoguelph.ca</a>
Office Location	MACS 307 (limited access to the office this fall)
Office Hours	No office hour, individual virtual meetings can be arranged
Department/School	School of Hospitality, Food, and Tourism Management
Class Schedule:	Wednesday 9:00 am – 11:50 am
Room:	MACS 209

## Course Description

This course looks at selected analytical techniques in tourism and hospitality research, both empirical and subjective, as well as the nature of research questions. The course is intended to help students making informed judgements on research tools and designs, and draw logical and substantive conclusions.

## Course Learning Outcomes

After successfully completing this course, students *will be able to*:

- ✓ Describe the nature of research and research problems in tourism and hospitality and how they differ from other types of problems
- ✓ Describe the uses, assumptions, strengths and weaknesses, and specific procedures of a selection of tools
- ✓ Articulate the differences between empirical and subjective research design
- ✓ Undertake a critical literature review
- ✓ Design an effective questionnaire, select an appropriate sample size, and estimate sampling significance in statistical results
- ✓ Communicate an academically sound research design in verbal and written

## Knowledge and Understanding:

- 1) Demonstrate in-depth knowledge of the nature of research in hospitality and tourism
- 2) Describe the strengths and limitations of empirical versus subjective research designs
- 3) Develop a quantitative research idea with appropriate method
- 4) Conduct fundamental data analysis

## Discipline/Professional and Transferable Skills:

- 1) Develop a critical literature review
- 2) Design an effective questionnaire
- 3) Describe alternative sampling designs
- 4) Estimate an appropriate sample size for a proportional sample
- 5) Critically discuss the uses and limitations of statistical significance
- 6) Develop analytical skills

## Attitudes and Values:

- 1) Appreciate the role of research in decision-making
- 2) Understand the importance of literature reviews and critical thinking in research

## Required Readings:

**IBM SPSS Statistics 26 Step by Step: A Simple Guide and Reference**, by Darren George and Paul Mallery, ISBN-13: 978-0367174354

**SPSS Installation:** <https://www.uoguelph.ca/ccs/software/software-download>.

- 1) Go to the bottom of the page for “Download Software” and click “here”.
- 2) Login with the University Central login credential.
- 3) Click “Institutional Use Only Software” tab and find IBM SPSS Statistics 27 to download (free to all University of Guelph students).
- 4) Follow the installation directions.

**Selected readings** will be provided during the term via CourseLink.

- 1) These readings are from several sources (see the course schedule).
- 2) Prepare to discuss all readings in class.

## Two Data sets

Provided for students to use for this course only. The instructor has the sole ownership of the data. Students are not allowed to share with anyone outside of the course nor use for any type of publication. If anyone interested in conducting further analysis from the data, please let the instructor know.

## Schedule

### Tentative Course Schedule

Week	Dates	Topic	Students' Prep & Dues
1	9/16	1. Course Introduction – Course outline / Thesis timeline 2. IBM SPSS26 Guideline & Software 3. Library resources (Librarian)	- Course outline - SPSS installation - Article assigned
2	9/23	1. <i>Lecture:</i> Academic research & Readings 2. Journal article reading- JA1 discussion/ practice 3. Research design assignment	- Reading: LR RHT CH 2 & 7 - Reading: SPSS26- CH1&2 - JA1 summary DUE
3	9/30	1. Sampling & Data collection 2. JA 2 discussion	- Reading: LR RHT CH5 & EBRM CH8 - JA 2 summary DUE
4	10/7	1. Questionnaire Design & Measurement scale 2. Reliability and validity tests	- Reading: LR BRM CH15 & CH13 - SPSS26- CH18
5	10/14	1. SPSS CH3 & 4: Entering & Managing data 2. JA3 discussion	- SPSS26- CH3 & 4 - JA 3 summary DUE
6	10/21	1. Descriptive Statistics 2. SPSS CH6, 7, & 8: Frequencies & Descriptive statistics, Cross-tabulation	- SPSS26- CH6, 7, & 8 - <b>Research design report 1 DUE</b>

7	10/28	1. Hypothesis test, Type I and II errors 2. SPSS CH8: $\chi^2$ test	- SPSS26- CH8
8	11/4	1. SPSS CH10: Correlation analysis & <i>t</i> -test 2. <i>Lecture</i> : Research Ethics REB Application	- <i>Reading</i> : SPSS26- CH10& 11 - BRM 5
9	11/11	1. SPSS CH12 & 13: One-way & Two-way ANOVA	- <i>Reading</i> : SPSS26- CH12 & 13 - <b>Research design report 2 DUE</b>
10	11/18	1. SPSS CH15&16: Linear & Multiple Regression 2. Q&A: Exam	- <i>Reading</i> : SPSS26- CH15&16
11	11/25	<b>Exam</b>	- Over all lectures, readings, SPSS exercises
12	12/2	1. <b><u>9am - 12 pm, MINS 207</u></b> 2. Research design presentations 3. Wrap-up	- <b>Final research design report &amp; presentation file DUE</b> - CORE Training Certificate DUE

**\*Keys:**

CL: CourseLink

LR: Library Reserves

JA: Journal Article

RHT: Planning Research in Hospitality and Tourism by Altinay, Parskevas & Jang

BRM: Business Research Methods by Zikmund, Babin, Carr and Grifinn

EBRM: Essentials of Business Research Methods by Hair, Celsi, Money, Samouel & Page

All reading articles and materials are posted on the CourseLink (CL)

SPSS Statistics 226 Step by Step: A Simple Guide and Reference

## Course Assessments

### Course grading/ evaluation

Assessments	Weights	Due Date
Exam	20%	Please see the specific deadlines in the course schedule above
Journal article summary	10%	
Research Ethics (CORE) Training Certification	5%	
Class participation/discussion	10%	
Research design report 1	10%	
Research design report 2	10%	
Research design final report	25%	
Presentation	10%	
<b>TOTAL</b>	<b>100%</b>	

### Grading Breakdown

A+	90-100%	A	85-89%	A-	80-84%
B+	77-79%	B	73-76%	B-	70-72%
C+	67-69%	C	63-66%	C-	60-62%
D+	57-59%	D	53-56%	D-	50-52%
F	0-49%				

## **Exam**

One written exam at the end of this course. This exam covers all lectures, SPSS practices, assigned readings including the Library Reserves and the journal articles. Students are responsible to review and understand these materials for the exam. Make-up exam is only allowed for those with school sponsored functions or doctor's validated illness. A prior arrangement must be made before a make-up exam is granted.

## **Journal Article (JA) Summary**

Three journal articles are assigned in the class. Students are required to read and prepare a summary (guideline is given). Class discussion is held for each article. Students must bring three key points and three questions that are relevant to the topic and participate in the discussion. This is to share each student's understanding of each topic and to raise further issues associated with the topic and article.

## **Class Participation**

Throughout the course, questions are posed by the instructor and peer students. Students are encouraged to share their ideas and thoughts. Each student participation will be assessed for all JA discussions, during the lectures, and the final research presentations. The instructor brings a participation evaluation sheet to each class. The participation evaluation grid is provided. There will be a maximum 10 sessions involved student participation during the semester, each student can earn maximum of 10 marks for each session. No participation, no credit.

## **Research Design & Presentation**

Each student will design a quantitative research project independently, focusing on the research methods learned in class. There are three sequential reports to submit, and a presentation (15 minutes and 5 minutes Q&A) at the end of the semester. This is to prepare students to write a theoretically based research paper using proper quantitative research method. The project is only for this course, and *should not be used for other classes or other purposes without the professor's approval.*

## **Research Ethics Training**

CORE <https://tcps2core.ca/welcome>

Students must complete the training and to obtain the certification by the last date of class. The CORE certification is required for submitting REB application for student's thesis.

Detail requirements for each report and presentation guideline are provided in class.

## **Course Policies**

### **Assignments**

Students will honor deadlines for projects, evaluations and other assignments set forth by the instructor. Specific deadlines will be given in the related course outline, and the instructor has the right *not to accept* assignments after the stated date due. All special requests pertaining to projects, evaluation and exam not addressed on the syllabus will be evaluated at the instructor's discretion.

### **Class Participation and Attendance**

Students are strongly encouraged to share relevant information during class discussion and Q&A sessions. Sharing is an important part of learning in this class. It would promote a learning environment and all students would benefit.

Students are expected to attend classes on a regular basis. Be courteous to be on time and stay until the class dismisses.

## **Email Etiquette**

Students will practice proper email etiquette or “netiquette” when addressing faculty, staff, students and outside professionals. Students are expected to use University of Guelph assigned email accounts for all university related communication. Email use does not relieve students of the responsibility or confirming the communication with the instructor. A timely email response from the instructor should be expected, but the email response will be subject to her commitments beyond the classroom, such as research, scholarly activity and service. The same applies to all students in class. A timely reply from each student is also expected.

- Properly address the recipient with his/her first or last name (do not begin your message with “hey”)
- Indicate what class you are referring to and who you are (your name)
- Write your message in full sentences with appropriate punctuations. (Texting like message is not appropriate)
- End your email with your signature (i.g., John Smith, HTRM6290, title, or phone number) - A professional email signature in your email settings is strongly recommended and use when it’s appropriate.

## **Communicate through University email and CourseLink.**

Check the University email and visit the course website regularly.

- All class materials including updated schedule, assignments, class notes, extra readings, etc. will be communicated on CourseLink, and these are sole property of the course and the instructor. Students are not allowed to share these with others outside of the class.
- Personal issues related to the class should be discussed only through email or in instructor’s office.
- Be courteous for others when emailing or posting materials on CourseLink.

## **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 Graduate academic calendar for information on regulations and procedures for Academic Consideration: [https://www.uoguelph.ca/registrar/calendars/graduate/2018-2019/genreg/sec\\_d0e2502.shtml](https://www.uoguelph.ca/registrar/calendars/graduate/2018-2019/genreg/sec_d0e2502.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 Graduate Calendar:

[https://www.uoguelph.ca/registrar/calendars/graduate/current/genreg/sec\\_d0e2674.shtml](https://www.uoguelph.ca/registrar/calendars/graduate/current/genreg/sec_d0e2674.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 Student Accessibility Services (SAS) as soon as possible. For more information, contact SAS at 519-824-4120 ext. 56208 or email [sas@uoguelph.ca](mailto:sas@uoguelph.ca) or see the website: :

<https://wellness.uoguelph.ca/accessibility/>

## Recording of Materials

Presentations which are made in relation to course work—including lectures—cannot be recorded or copied without the permission of the presenter, whether the instructor, a classmate or guest lecturer. Material recorded with permission is restricted to use for that course unless further permission is granted.

## Drop date

The last date to drop one-semester courses, without academic penalty, is **DECEMBER 4, 2020**.

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

<https://www.uoguelph.ca/registrar/calendars/graduate/current/>

## International Students

An **International Student Advisor** (ISA) is available to meet one on one with undergraduate and graduate international students. Common topics include adaptation challenges, academic concerns, and culture shock. The ISA can help you get involved on campus, connect with other students, and talk through any personal concerns you may face. ISAs are always happy to see you and to provide guidance and support as needed. Email Matthew Keefe at [mkeefe@uoguelph.ca](mailto:mkeefe@uoguelph.ca) or call 519-824-4120 Ext. 58698

**International Student Connections** offers events and programs specifically for international students through the Office of Intercultural Affairs (OIA), including free skill-building and intercultural competency workshops, cultural excursions, and social activities to help you meet new friends, learn new skills. Request an **OIA Ambassador**, an upper year student who has experience navigating campus resources, to provide tips and guidance to help make your first year successful. You will get an email introduction the first week of class, and you can use your OIA Ambassador for support throughout your first year.

To learn about upcoming events, or to register for OIA programs visit

<http://www.studentlife.uoguelph.ca/oia>

## Equity, Diversity, and Inclusion Statement

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.

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