

General Course Information

Instructor:	WooMi Jo, Ph.D.
E-mail:	woomi@uoguelph.ca
Office Location:	MACS 307 (limited access to the office this fall)
Office Hours:	Individual virtual meetings can be arranged upon request
Department/School:	School of Hospitality, Food, and Tourism Management
Class Schedule:	Monday 2:30 – 5:20 pm
Room:	MAC 233 Make sure you follow the University Guideline for COVID-19 Safety Measures and Practices https://news.uoguelph.ca/covid-19/safety-practices
Zoom Link:	There are several times the class meets online using this Zoom link https://zoom.us/j/92890096903

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 28 to download (free to all University of Guelph students).
- 4) Follow the installation instructions.

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.

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%	
TOTAL	100%	

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%				

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 uses a participation evaluation sheet/grid (provided) in each class. 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.

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.

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 Research Ethic Board (REB) application for student's thesis.

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

Schedule

Tentative Course Schedule

Week	Dates	Topic	Students' Prep & Dues
1	9/12	1. Course Introduction – Course outline / Thesis timeline 2. IBM SPSS26 Guideline & Software (SPSS 28) <i>Lecture: Academic research & Readings</i>	- Course outline - SPSS installation - Article assigned (JA1)
2	9/19	1. Journal article reading- JA1 discussion/ practice 2. Research design assignment	- Reading: LR RHT CH 2 & 7 - Reading: SPSS26- CH1&2 - JA1 summary DUE
3	9/26	1. Sampling & Data collection 2. JA 2 discussion 3. <i>Guest: Melanie Cassidy- Library resources & support</i>	- Reading: LR RHT CH5 & EBRM CH8 - JA 2 summary DUE
4	10/3	1. Questionnaire Design & Measurement scale 2. Reliability and validity tests	- Reading: LR BRM CH15 & CH13 - SPSS26- CH18 - Research design report 1 DUE
5	10/10	No class- Thanksgiving Day	-
6	10/17	1. SPSS CH3 & 4: Entering & Managing data 2. JA3 discussion	- SPSS26- CH3 & 4 - JA 3 summary DUE
7	10/24	1. Descriptive Statistics 2. SPSS CH6, 7, & 8: Frequencies & Descriptive statistics, Cross-tabulation	- SPSS26- CH6, 7, & 8
8	10/31	1. Hypothesis test, Type I and II errors 2. SPSS CH8: χ^2 test	- SPSS26- CH8 - Research design report 2 DUE
9	11/7	1. SPSS CH10: Correlation analysis & <i>t</i> -test 2. <i>Lecture: Research Ethics REB Application</i>	- Reading: SPSS26- CH10& 11 - BRM 5
10	11/14	1. SPSS CH12 & 13: One-way & Two-way ANOVA	- Reading: SPSS26- CH12 & 13
11	11/21	1. SPSS CH15&16: Linear & Multiple Regression 2. <i>Guest: Nada Hafez-Data Analyst</i>	- Reading: SPSS26- CH15&16 - CORE Training Certificate DUE
12	11/28	Exam	- Over all lectures, readings, SPSS exercises
13	12/2	1. Research design presentations (Online) 2. Wrap-up	- Final research design report & presentation file 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 26 Step by Step: A Simple Guide and Reference

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.

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 shared 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 setting up a meeting.
- Be courteous for others when emailing or posting materials on CourseLink.

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”)
- Write your message in full sentences with appropriate punctuations. (Texting like message is not appropriate)
- End your email with your signature - A professional email signature line is strongly recommended and use when it's appropriate.

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://calendar.uoguelph.ca/graduate-calendar/general-regulations/grounds-academic-consideration/>

Medical notes will not normally be required for singular instances of academic consideration, although students may be required to provide supporting documentation for multiple missed assessments or when involving a large part of a course (e.g., final exam or major assignment)

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://calendar.uoguelph.ca/graduate-calendar/general-regulations/academic-misconduct/>

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 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.

By enrolling in a course, unless explicitly stated and brought forward to their instructor, it is assumed that students agree to the possibility of being recorded during lecture, seminar or other “live” course activities, whether delivery is in-class or online/remote.

If a student prefers not to be distinguishable during a recording, they may:

1. turn off their camera
2. mute their microphone
3. edit their name (e.g., initials only) upon entry to each session
4. use the chat function to pose questions.

Drop date

The last date to drop one-semester courses, without academic penalty, is **DECEMBER 2, 2022**.

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 or call 519-824-4120 Ext. 58698 for more information. Also visit here <https://www.uoguelph.ca/studentexperience/intlstudent/programs>

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.

Disclaimer

Based on the current Public Health and government directives, all U of G faculty, staff, and students must wear a mask when indoors, including in classrooms and labs. However, faculty may wear a face shield (without a mask) to aid in communication if they always maintain a minimum two-metres distance from all others in the instructional space.

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.

For information on current safety protocols, follow these links: <https://news.uoguelph.ca/return-to-campuses/how-u-of-g-is-preparing-for-your-safe-return/>
<https://news.uoguelph.ca/return-to-campuses/spaces/#ClassroomSpaces>

Please note, these guidelines may be updated as required in response to evolving University, Public Health or government directives.

Date Submitted to Chair:	
Chair Signature (Approval):	<i>A. Elliot</i>
Date Approved by Chair:	Sept 6/22