

**George Mason University**  
**College of Education and Human Development**  
**Tourism and Event Management**

TOUR 340-DL1—Sustainable Tourism  
3 credits, Fall 2019  
Online

**Faculty**

**Name:** Dr. Linda Ingram  
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**Prerequisites/Corequisites**

TOUR 200 & TOUR 220

**University Catalog Course Description**

This asynchronous online course will consider the characteristics of environmentally, economically and socio-culturally sustainable tourism and assess the possibilities and limitations for its implementation within a variety of destinations and product settings. Conventional “mass” tourism as well as small-scale “alternative” tourism will also be emphasized.

**Course Overview**

This is an upper-level course in tourism and events management requiring the use of information derived from: lecture/textbook material; general print and online library resources; and external data sources. The course is also delivered in a variety of ways: lecture presentations, student presentations, reflective activities, peer reviews, research groups, and writing assignments. The objective is threefold: to encourage a collaborative and supportive learning environment among students; to emphasize that students are as responsible for their learning as the instructor; and to encourage analysis and critical thinking. Thus, students are held to the standards of the George Mason University Honor Code. They are expected to view all class lectures, actively participate in class discussions, complete exercises, and fulfill all assignments. Assignments must be turned in at the specified time and date due via Blackboard or no credit will be given. Detailed information about course rules, course requirements and evaluation will be provided in the course syllabus and on the course website.

**Course Delivery Method**

This course will be delivered online (76% or more) using an asynchronous format via the Blackboard learning management system (LMS) housed in the MyMason portal. You will log in to the Blackboard (Bb) course site using your Mason email name (everything before @masonlive.gmu.edu) and email password. The course site will be available every day, but must be completed within a strict timeline (See PROPOSED CLASS SCHEDULE below).

**Under no circumstances, may candidates/students participate in online class sessions (either by phone or Internet) while operating motor vehicles. Further, as expected in a face-to-face class meeting, such online participation requires undivided attention to course content and communication.**

### *Technical Requirements*

To participate in this course, students will need to satisfy the following technical requirements:

- High-speed Internet access with standard up-to-date browsers. To get a list of Blackboard's supported browsers see:  
[https://help.blackboard.com/Learn/Student/Getting\\_Started/Browser\\_Support#supported-browsers](https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#supported-browsers)
- To get a list of supported operation systems on different devices see:  
[https://help.blackboard.com/Learn/Student/Getting\\_Started/Browser\\_Support#tested-devices-and-operating-systems](https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#tested-devices-and-operating-systems)
- Students must maintain consistent and reliable access to their GMU email and Blackboard, as these are the official methods of communication for this course.
- Students may be asked to create logins and passwords on supplemental websites and/or to download trial software to their computer or tablet as part of course requirements.
- The following software plug-ins for PCs and Macs, respectively, are available for free download: [Add or delete options, as desire.]
  - Adobe Acrobat Reader: <https://get.adobe.com/reader/>
  - Windows Media Player:  
<https://windows.microsoft.com/en-us/windows/downloads/windows-media-player/>
  - Apple Quick Time Player: [www.apple.com/quicktime/download/](http://www.apple.com/quicktime/download/)

### *Expectations*

- Course Week: Because asynchronous courses do not have a “fixed” meeting day, our week will start on Monday, and finish on Sunday.  
Our course week will begin on the day that our synchronous meetings take place as indicated on the Schedule of Classes.
- **Log-in Frequency: Students must actively check the course Blackboard site and their GMU email for communications from the instructor, class discussions, and/or access to course materials at least 3 times per week.**
- Participation: Students are expected to actively engage in all course activities throughout the semester, which includes viewing all course materials, completing course activities and assignments, and participating in course discussions and group interactions.
- Technical Competence: Students are expected to demonstrate competence in the use of all course technology. Students who are struggling with technical components of the course are expected to seek assistance from the instructor and/or College or University technical services.
- Technical Issues: Students should anticipate some technical difficulties during the semester and should, therefore, budget their time accordingly. Late work will not be accepted based on individual technical issues.

- Workload: Please be aware that this course is **not** self-paced. Students are expected to meet *specific deadlines* and *due dates* listed in the **Class Schedule** section of this syllabus. It is the student's responsibility to keep track of the weekly course schedule of topics, readings, activities and assignments due.
- Instructor Support: Students may schedule a one-on-one meeting to discuss course requirements, content or other course-related issues. Those unable to come to a Mason campus can meet with the instructor via telephone or web conference. Students should email the instructor to schedule a one-on-one session, including their preferred meeting method and suggested dates/times.
- Netiquette: The course environment is a collaborative space. Experience shows that even an innocent remark typed in the online environment can be misconstrued. Students must always re-read their responses carefully before posting them, so as others do not consider them as personal offenses. *Be positive in your approach with others and diplomatic in selecting your words.* Remember that you are not competing with classmates, but sharing information and learning from others. All faculty are similarly expected to be respectful in all communications.
- Accommodations: Online learners who require effective accommodations to insure accessibility must be registered with George Mason University Disability Services.

## Course Objectives

This course is designed to enable students to do the following:

1. Summarize sustainability and its relevance to tourism.
2. Demonstrate an awareness of good practice in sustainable tourism management.
3. Analyze the *economic, environmental, and socio-cultural* contexts of sustainable tourism.
4. Evaluate the principles of sustainable tourism in relation to tourism impacts.
5. Assess the practical application of sustainable tourism principles.
6. Compare and contrast differences in and rationale for conventional “mass” tourism versus “alternative tourism.”
7. Identify and interpret current trends in community involvement in tourism planning and development.
8. Evaluate and explain the challenges and opportunities encountered in implementing sustainable tourism management principles in such subsectors as accommodation, transportation, and tour operations.

## Required Reading

Swarbrooke, J. (1999), *Sustainable Tourism Management*. Wallingford: CABI International.

Other readings as assigned, including all instructions and materials on the course website.

## Course Expectations

1. To encourage collaborative and supportive online learning environment among students;
2. To underscore that students are as responsible for their learning, and;
3. To encourage analysis and critical thinking.
4. Student athletes and student government officers who have duties that occasionally conflict with the class schedule must formally bring this to the attention of the instructor during the first week of the semester.

5. Official e-mail communications from the instructor will be sent to students' GMU-assigned e-mail addresses. Students are responsible for checking their e-mail inbox and to ensure that there is room to receive incoming correspondence.
6. No make-ups for missed exam or assignments will be allowed unless failure to take the exams or do the assignments is due to an extreme situation, e.g. military mobilization, jury duty, serious and contagious illness, the proven death of a very near and dear relative. That said, **proof must be provided, no exceptions.**

## Course Performance Evaluation

Students are expected to submit all assignments on time through Blackboard.

- **Assignments**

This course will be graded on a point (and NOT on a percentage) system, with a total of 300 possible points. There are 6 grading requirements, namely: (1) sustainability review (2) initial blogs; (3) course blogs and participation; (4) weekly quizzes; (5) a research paper; and (6) a research project. Participation includes the blogs and assignments, as well as responding to instructor emails within 48 hours, reading announcements and following any instructions provided in them. **Late work is not accepted in this class, so please plan ahead.** Each requirement is briefly introduced below with complete instructions on the course website. Please contact the instructor if you have questions about any assignment.

1. **Sustainability Review (10 points):** Many students coming into TOUR 340 may be unfamiliar with the key concepts and differences between sustainability, ecotourism, greening, etc. The review of these concepts and the quiz are required.
2. **Blog Leader (10 points):** Each student will be required to be Blog Leader for an assigned week. You will be required to submit a blog question/topic for the class to discuss. Please see the course website for instructions. The due date for your Blog Leader entry is assigned based on your group number which you will receive from the instructor. For example, during week 2, each member of Group 2 will be required to submit an individual Blog Leader entry. All students not in Group 2 will need to read the blog and all associated material and then comment.
3. **Course Blogs & Participation (40 points):** Each student is required to read and provide a comment to every Blog Leader entry (except their own). Due dates are provided on the syllabus. *Course participation also requires responding to the occasional instructor email within 72 hours, as well as submitting email copies of your research paper and project to the instructor. Failure to respond will be noted when preparing participation points.*
4. **Quizzes (100 points):** At the end of each module, you are required to complete a 10-point quiz based on both the reading assignments and the lectures. You will have 20 minutes to complete the quiz and you are allowed one attempt at each quiz. Therefore, you are encouraged to study the materials before starting the quiz. (Plan on a minimum of an hour study time before each quiz). There are 11 modules, therefore, 11 quizzes. This does not include the Sustainability Review/Quiz. The lowest quiz score will be dropped, resulting in 10 graded quizzes.

5. **Research paper (90 points):** You are required to research a topic of your choice related to tourism and sustainability. You are required to submit the topic for approval as well as the first draft and final draft via SafeAssign. **The research paper requirements and guidelines are available on the course website under COURSE INFORMATION. **\*\*All research papers must adhere to the requirements unless written permission has been obtained from the instructor. Failure to do so will be reflected in your score.\*\* You are required to email a copy of each section of each phase to the instructor. Failure to do so will result in a loss of 2 points per infraction. NO PDFs WILL BE ACCEPTED.**** Please contact the instructor if you have any questions.

Note: SafeAssign will also help you to identify how to properly attribute sources rather than paraphrase, as well as to make sure that you are compliant with GMU's Honor Code. Please check the due dates for each phase.

- ❖ Phase 1 –Abstract (required)
  - See the course website for instructions.
  - Total points for Abstract – 2 points
- ❖ Phase 2 – Rough Draft (required)
  - See the course website for instructions.
  - Rough draft of Introduction – 3 points
  - Completed Rough Draft – 40 points
- ❖ Phase 3 – Final Draft (required)
  - See the course website for instructions.
  - Total points for final draft – 45 points

6. **Research project – Festival Analysis (50 points):** You are required to research a festival/fair/event in the U.S. currently operating in an unsustainable manner, analyze the situation and then propose solutions. Research project requirements and guidelines are available under the COURSE INFORMATION section on the course website. **\*\*All research projects must adhere to the requirements unless written permission has been obtained from the instructor. Failure to do so will be reflected in your score.\*\* You are required to email a copy of each phase to the instructor. Failure to email the Topic Submission will result in a loss of 5 points and your festival analysis will not be accepted – zero points. Failure to email the Festival Analysis will result in the loss of 2 points. There are reminders in multiple places on the course website – including the links you use to submit, so “I didn’t know” isn’t an excuse. NO PDFs WILL BE ACCEPTED.** Please contact the instructor if you have any questions.

- ❖ Phase 1 – Topic Submission (required)
  - See the course website for instructions.
  - Total points for Topic Submission – 5 points
- ❖ Phase 2 – Festival Analysis and Recommendations (required)
  - An analysis will be submitted that correlates to the assignment requirements.
  - Total points for Festival Analysis and Recommendations – 45 points

- **Grading**

This course will be graded on a point system, with a total of 300 possible points. **Late work will not be accepted. NO PDFs WILL BE ACCEPTED FOR ANY ASSIGNMENT.**

| <b>Requirements</b>                                 | <b>Points</b> |
|---|---------------|
| Sustainability Review                               | 10            |
| Blog Leader   | 10            |
| Course Blogs and Participation                      | 40            |
| Quizzes   | 100           |
| Research Paper                                      | 90            |
| - Approval Paragraph (5 points)                     |               |
| - First Draft (40 points)                           |               |
| - Final Draft (45 points)                           |               |
| Research Project                                    | 50            |
| - Topic Submission (5 points)                       |               |
| - Festival Analysis and Recommendations (45 points) |               |
| <b>TOTAL</b>  | <b>300</b>    |

### Grading Scale

|                |                |                |               |
|----------------|----------------|----------------|---------------|
| A+ = 290 – 300 | B+ = 260 – 269 | C+ = 230 – 239 | D = 200 – 209 |
| A = 280 – 289  | B = 250 – 259  | C = 220 – 229  | F = 0 – 199   |
| A- = 270 – 279 | B- = 240 – 249 | C- = 210 – 219 |               |

### Professional Dispositions

See <https://cehd.gmu.edu/students/polices-procedures/>

## PROPOSED CLASS SCHEDULE

| WEEK                | WEEKLY MODULES | TOPICS  | READINGS   | ASSIGNMENTS DUE  | REQUIRED ACTIVITIES DUE  |
|---------------------|----------------|---|--|--|--|
| Week 1<br>8/26-9/1  | MODULE 1       | Introduction to the Course  | <i>Sustainability Review</i>   | *Blog Leader<br>Groups assigned  | *Student Introductions<br>*Sustainability Review Quiz<br><b>Due by 11:59pm 9/1</b> |
| Week 2<br>9/2-9/8   | MODULE 2       | Emergence of Sustainable Tourism<br><br>Issues in Sustainable Tourism | <b>Read</b> Swarbrooke<br>Chapter 1 pp. 3–11<br>Chapter 2 pp. 12–23<br>Chapter 3 pp. 24–40 | *Blogs Responses to Instructor Blog<br>*Group 1 Leader Blog Entries<br>*Research Paper Topic Abstracts<br><b>All due by 11:59pm 9/8</b>                  | *Quiz 1<br><b>Due by 11:59pm 9/8</b>   |
| Week 3<br>9/9-9/15  | MODULE 3       | Economics   | <b>Read</b> Swarbrooke<br>Chapter 6 pp. 59–68<br>Chapter 23 pp. 245–250                    | *Student Responses to Group 1 Blog Leaders<br>*Group 2 Leader Blog Entries<br>*Rough Draft Research Paper Introduction<br><b>All due by 11:59pm 9/15</b> | *Quiz 2<br><b>Due by 11:59pm 9/15</b>  |
| Week 4<br>9/16-9/22 | MODULE 4       | The Environment and Spatial Strategies                                | <b>Read</b> Swarbrooke<br>Chapter 5 pp. 47–58<br>Chapter 22 pp. 238–244                    | *Student Responses to Group 2 Blog Leaders<br>*Group 3 Leader Blog Entries<br><b>All due by 11:59pm 9/22</b>   | *Quiz 3<br><b>Due by 11:59pm 9/22</b>  |
| Week 5<br>9/23-9/29 | MODULE 5       | The Social Dimension and the Host                                     | <b>Read</b> Swarbrooke<br>Chapter 7 pp. 69–82<br>Chapter 11 pp. 123–134                    | *Student Responses to Group 3 Blog Leaders<br>*Group 4 Leader Blog Entries<br><b>All due by 11:59pm 9/29</b>   | *Quiz 4<br><b>Due by 11:59pm 9/29</b>  |

|                        |           |                           |  |  |                                  |
|------------------------|-----------|---------------------------|--|--|----------------------------------|
| Week 6<br>9/30-10/6    | MODULE 6  | Governance                | <b>Read</b> Swarbrooke<br>Chapter 8 pp. 87–103<br>Chapter 24 pp. 253–268   | *Student Responses to Group 4 Blog Leaders<br>*Group 5 Leader Blog Entries<br>*Complete Rough Draft of Research Paper<br>All due by 11:59pm 10/6 | *Quiz 5<br>Due by 11:59pm 10/6   |
| Week 7<br>10/7-10/13   | MODULE 7  | Conventional Mass Tourism | <b>Read</b> Swarbrooke<br>Chapter 9 pp. 104–114<br>Chapter 26 pp. 276–287  | *Student Responses to Group 5 Blog Leaders<br>*Group 6 Leader Blog Entries<br>*Final Project Topic<br>All due by 11:59 pm 10/13                  | *Quiz 6<br>Due by 11:59pm 10/13  |
| Week 8<br>10/14-10/20  | MODULE 8  |                           | Movie – Jamaica for Sale   |  | No quiz this week!               |
| Week 9<br>10/21- 10/27 | MODULE 9  | Green Certification       | <b>Read</b> Swarbrooke<br>Chapter 27 pp. 288–298<br>Chapter 28 pp. 299–306<br>Chapter 31 pp. 330–335<br>Chapter 32 pp. 336–341 | *Student Responses to Group 6 Blog Leaders<br>*Group 7 Leader Blog Entries<br>*Research Paper – Final Draft<br>All due by 11:59pm 10/27          | *Quiz 7<br>Due by 11:59pm 10/27  |
| Week 10<br>10/28-11/3  | MODULE 10 | Alternative Tourism       | <b>Read</b> Swarbrooke<br>Chapter 29 pp. 306–317<br>Chapter 30 pp. 318–329   | *Student Responses to Group 7 Blog Leaders<br>*Jamaica for Sale Comments<br>All due by 11:59pm 11/3  | *Quiz 8<br>due by 11:59pm 11/3   |
| Week 11<br>11/4-11/10  | MODULE 11 | Tourist Destinations      | <b>Read</b> Swarbrooke<br>Chapter 21 pp. 230–237<br>Chapter 20 pp. 215-229   |  | *Quiz 9<br>due by 11:59pm 11/10  |
| Week 12<br>11/11-11/17 | MODULE 12 | The Tourist               | <b>Read</b> Swarbrooke<br>Chapter 13 pp. 142–150<br>Chapter 25 pp. 268–275   |  | *Quiz 10<br>due by 11:59pm 11/17 |



|                        |                                 |                 |   |  |  |
|------------------------|---------------------------------|-----------------|---|--|--|
| Week 13<br>11/18-11/24 | MODULE<br>13                    | Food<br>Tourism | <b>Read</b> Swarbrooke<br>Chapter 4 pp. 41–44<br>Chapter 33 pp. 342–347<br>Chapter 34 pp. 348–360 |  | *Quiz 11<br><b>due by</b><br><b>11:59pm 11/24</b><br>*Course<br>Evaluation |
| Week 14<br>11/25-12/1  | Thanksgiving Break – No module. |                 | <b>*Final Project due by 11:59pm 12/1</b>   |  |  |

*Note: Faculty reserves the right to alter the schedule as necessary.*

### Core Values Commitment

The College of Education and Human Development is committed to collaboration, ethical leadership, innovation, research-based practice, and social justice. Students are expected to adhere to these principles: <http://cehd.gmu.edu/values/>.

### GMU Policies and Resources for Students

#### *Policies*

- Students must adhere to the guidelines of the Mason Honor Code (see <http://oai.gmu.edu/the-mason-honor-code/>).
- Students must follow the university policy for Responsible Use of Computing (see <http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/>).
- Students are responsible for the content of university communications sent to their Mason email account and are required to activate their account and check it regularly. All communication from the university, college, school, and program will be sent to students **solely** through their Mason email account.
- Students with disabilities who seek accommodations in a course must be registered with George Mason University Disability Services. Approved accommodations will begin at the time the written letter from Disability Services is received by the instructor (see <http://ods.gmu.edu/>).
- Students must follow the university policy stating that all sound emitting devices shall be silenced during class unless otherwise authorized by the instructor.

#### *Campus Resources*

- Support for submission of assignments to Tk20 should be directed to [tk20help@gmu.edu](mailto:tk20help@gmu.edu) or <https://cehd.gmu.edu/aero/tk20>. Questions or concerns regarding use of Blackboard should be directed to <http://coursessupport.gmu.edu/>.
- For information on student support resources on campus, see <https://ctfe.gmu.edu/teaching/student-support-resources-on-campus>

**For additional information on the College of Education and Human Development, please visit our website <https://cehd.gmu.edu/students/> .**

## Assessment Rubric – Research Paper – Rough Draft

Please refer to the Research Paper link under COURSE INFORMATION on the course website for research paper requirements & instructions. Contact the instructor if you have questions.

| Criteria   | Exceeds  | Meets  | Approaching  | Does Not Meet   |
|--|--|--|--|---|
| <b>Demonstration of critical thinking and writing skills that illustrate a comprehensive understanding of theoretical issues</b><br>8 Points Max                                 | A thesis statement provides direction for the paper, either by statement of a position or hypothesis. The topic is focused narrowly enough for the scope of this assignment. <b>8 points</b>   | The paper is about a specific topic but the writer has not established a position. The topic is focused but lacks direction. <b>6 points</b>   | The topic is too broad for the scope of this assignment. <b>3 points</b>   | The topic is not clearly defined. <b>0 points</b>   |
| <b>Identify the principles of sustainable tourism, events and hospitality management and demonstrate knowledge of sustainable practices in applied settings.</b><br>8 Points Max | The paper demonstrates that the author fully understands and has applied concepts learned in the course. Concepts are integrated into the writer's own insights. The writer provides concluding remarks that show analysis and synthesis of ideas. <b>8 points</b> | The paper demonstrates that the author, for the most part, understands and has applied concepts learned in the course. Some of the conclusions, however, are not supported in the body of the paper. <b>6 points</b> | The paper demonstrates that the author, to a certain extent, understands and has applied concepts learned in the course. <b>3 points</b>   | The paper does not demonstrate that the author has fully understood and applied concepts learned in the course. <b>0 points</b> |
| <b>Design of an investigation, including problem identification, literature review and application of findings to theory and practice</b><br>8 Points Max                        | Ties together information from all sources. Author's writing demonstrates an understanding of the relationship among material obtained from all sources. <b>8 points</b>   | For the most part, ties together information from all sources. Author's writing demonstrates an understanding of the relationship among material obtained from all sources. <b>6 points</b>                          | Sometimes ties together information from all sources. Author's writing does not demonstrate an understanding of the relationship among material obtained from all sources. <b>3 points</b> | Does not tie together information. Writing does not demonstrate understanding any relationships. <b>0 points</b>                |
| <b>Spelling and Grammar</b><br>8 Points Max  | No spelling &/or grammar mistakes. <b>8 points</b>   | Minimal spelling &/or grammar mistakes. <b>6 points</b>  | Noticeable spelling & grammar mistakes. <b>3 points</b>  | Unacceptable number of spelling and/or grammar mistakes. <b>0 points</b>  |

|  |  |   |   |   |
|--|--|---|---|---|
| <b>Sources and Citations</b><br><b>8 Points Max</b>  | More than 5 current sources, of which at least 5 are peer-review journal articles or scholarly books. Sources include both general background sources and specialized sources. All web sites utilized are authoritative. <b>8 points</b> | 5 current sources, of which at least 3 are peer-review journal articles or scholarly books. All web sites utilized are authoritative. <b>6 points</b> | Fewer than 5 current sources, or fewer than 2 peer-reviewed journal articles or scholarly books. All web sites utilized are credible. <b>3 points</b> | Fewer than 5 current sources, or fewer than 2 peer-reviewed journal articles or scholarly books. Not all web sites utilized are credible, and/or sources are not current. <b>0 points</b> |
| <b>Total = 40 points for Rough Draft (plus 5 points for Abstract &amp; Intro rough drafts)</b> |  |   |   |   |

### Assessment Rubric – Research Paper – Final Draft Rubric

| Criteria  | Exceeds  | Meets  | Approaching  | Does Not Meet   |
|---|--|--|--|---|
| <b>Demonstration of critical thinking and writing skills that illustrate a comprehensive understanding of theoretical issues</b><br><b>9 Points Max</b>                                 | A thesis statement provides direction for the paper, either by statement of a position or hypothesis. The topic is focused narrowly enough for the scope of this assignment. <b>9 points</b>   | The paper is about a specific topic but the writer has not established a position. The topic is focused but lacks direction. <b>7 points</b>   | The topic is too broad for the scope of this assignment. <b>4 points</b>   | The topic is not clearly defined. <b>0 points</b>   |
| <b>Identify the principles of sustainable tourism, events and hospitality management and demonstrate knowledge of sustainable practices in applied settings.</b><br><b>9 Points Max</b> | The paper demonstrates that the author fully understands and has applied concepts learned in the course. Concepts are integrated into the writer's own insights. The writer provides concluding remarks that show analysis and synthesis of ideas. <b>9 points</b> | The paper demonstrates that the author, for the most part, understands and has applied concepts learned in the course. Some of the conclusions, however, are not supported in the body of the paper. <b>7 points</b> | The paper demonstrates that the author, to a certain extent, understands and has applied concepts learned in the course. <b>4 points</b> | The paper does not demonstrate that the author has fully understood and applied concepts learned in the course. <b>0 points</b> |
| <b>Design of an investigation, including problem identification,</b>  | Ties together information from all sources. Author's writing demonstrates an understanding of the  | For the most part, ties together information from all sources. Author's writing demonstrates an understanding of the   | Sometimes ties together information from all sources. Author's writing   | Does not tie together information. Writing does not demonstrate   |

|   |  |   |   |   |
|---|--|---|---|---|
| <b>literature review and application of findings to theory and practice</b><br>9 Points Max | relationship among material obtained from all sources. <b>9 points</b>   | relationship among material obtained from all sources. <b>7 points</b>  | does not demonstrate an understanding of the relationship among material obtained from all sources. <b>4 points</b>                                   | understanding any relationships. <b>0 points</b>  |
| <b>Spelling and Grammar</b><br>9 Points Max   | No spelling &/or grammar mistakes. <b>9 points</b>   | Minimal spelling &/or grammar mistakes. <b>7 points</b>   | Noticeable spelling & grammar mistakes. <b>4 points</b>   | Unacceptable number of spelling and/or grammar mistakes. <b>0 points</b>  |
| <b>Sources and Citations</b><br>9 Points Max  | More than 5 current sources, of which at least 5 are peer-review journal articles or scholarly books. Sources include both general background sources and specialized sources. All web sites utilized are authoritative. <b>9 points</b> | 5 current sources, of which at least 3 are peer-review journal articles or scholarly books. All web sites utilized are authoritative. <b>7 points</b> | Fewer than 5 current sources, or fewer than 2 peer-reviewed journal articles or scholarly books. All web sites utilized are credible. <b>4 points</b> | Fewer than 5 current sources, or fewer than 2 peer-reviewed journal articles or scholarly books. Not all web sites utilized are credible, and/or sources are not current. <b>0 points</b> |
| <b>Total = 45 points for Final Draft</b>  |  |   |   |   |

### Assessment Rubrics – Festival Analysis – Research Project

Please refer to the Research Project link under COURSE INFORMATION on the course website for complete research project requirements and information. Contact the instructor if you have questions.

| Criteria  | Exceeds   | Meets   | Approaching  | Does Not Meet  |
|---|---|---|--|--|
| <b>Demonstration of critical thinking and writing skills that illustrate a comprehensive understanding of the situation and its requirements</b><br>10 Points Max | Clear identification of the destination, festival, issues, challenges, available resources, and potential solutions. <b>10 points</b> | The project is about a specific festival but the writer has not clearly identified the sustainability issues, the challenges to the destination and other problems/resources or viable solutions. <b>7 points</b> | The festival and challenges have been identified, but everything else is unfocused and too broad for the scope of this assignment. <b>4 points</b> | Lack of definition and focus on much of anything but the festival. <b>0 points</b> |

|  |  |   |   |  |
|--|--|---|---|--|
| <p><b>Identify the principles of sustainable tourism, events and hospitality management and demonstrate knowledge of sustainable practices in applied settings.</b><br/><b>10 Points Max</b></p> | <p>The project demonstrates that the author fully understands and has applied concepts learned in the course. Concepts are integrated into the writer's own insights. The writer provides concluding remarks that show analysis and synthesis of ideas.<br/><b>10 points</b></p> | <p>The project demonstrates that the author, for the most part, understands and has applied concepts learned in the course. Some of the conclusions, however, are not supported in the body of the project.<br/><b>7 points</b></p>   | <p>The project demonstrates that the author, to a certain extent, understands and has applied concepts learned in the course.<br/><b>4 points</b></p>   | <p>The project does not demonstrate that the author has fully understood and applied concepts learned in the course.<br/><b>0 points</b></p>   |
| <p><b>Recommendations and Conclusions</b><br/><b>10 Points Max</b></p>   | <p>The author's writing, understanding of the issues, proposed solutions and conclusions demonstrate an understanding of the situation. <b>10 points</b></p>   | <p>For the most part, ties things together, but lacks a strong understanding of the situation, leading to proposed solutions and conclusions that do not holistically and completely address the situation. Critical thinking and creativity are minimally applied.<br/><b>7 points</b></p> | <p>Sometimes ties ideas and data together, but does not demonstrate a clear understanding of the situation or present a strong analysis. Possible solutions presented lack viability or creative thinking. Conclusions are weak with minimal understanding of sustainability, its tenets or applications.<br/><b>4 points</b></p> | <p>Does not demonstrate an understanding of the issues. Weak analysis, proposals and conclusions do not demonstrate a clear understanding of sustainability, its tenets or applications.<br/><b>0 points</b></p> |
| <p><b>Spelling and Grammar</b><br/><b>10 Points Max</b></p>  | <p>No spelling &amp;/or grammar mistakes.<br/><b>10 points</b></p>   | <p>Minimal spelling &amp;/or grammar mistakes.<br/><b>7 points</b></p>  | <p>Noticeable spelling &amp; grammar mistakes. <b>4 points</b></p>  | <p>Unacceptable number of spelling and/or grammar mistakes.<br/><b>0 points</b></p>  |
| <p><b>Professional Presentation of Report</b><br/><b>10 Points Max</b></p>   | <p>Final report is creative, polished and professional looking with appropriate cover page, index, section headings and information, along with any appropriate citations and accompanying materials.<br/><b>10 points</b></p>   | <p>Final report has an appropriate template applied, but still lacks a polished and professional look with minimal creativity applied to finished project. <b>7 points</b></p>  | <p>Final report done without applying any template; simply data submitted as a Word document.<br/><b>4 points</b></p>   | <p>Final report lacks any sort of polished and professional look or composition.<br/><b>0 points</b></p>   |
| <p><b>Total = 50 points</b></p>  |  |   |   |  |