Instructor: Robert (Bob) Frash, Ph.D.  
Email: frashr@cofc.edu  Replies attempted within 24 hours.  
Phone: 843.953.0827  
Office: J C Long 306  
Office Hours: Tuesday and Thursday 3-5pm (appointments suggested)  
Schedule of Activities: Refer to the Course Calendar  
Location, Meeting Days, & Time:  
HTMT 210-03/06 JCLG 219 Tuesday and Thursday from 12:15-1:30 pm  
HTMT 210-04/09 JCLG 219 Tuesday and Thursday from 1:40-2:55 pm  
Prerequisites: None  
Required Course Text and Readings:  
− Addition readings posted Oaks (See Course Calendar)  
Course description:  
An overview of the hospitality and tourism field including its historical development, major components, functions and current and future trends.  
*Does not count toward major GPA except in HTMT major and/or concentration.  
Grading:  
<table>
<thead>
<tr>
<th>Course Component</th>
<th>Points Available</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exams 3 @ 100 Pts. Ea.</td>
<td>300</td>
</tr>
<tr>
<td>Final Exam</td>
<td>150</td>
</tr>
<tr>
<td>Guest Lecturer - Trend Research 5@60</td>
<td>300</td>
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<tr>
<td>HTM Information Interview</td>
<td>50</td>
</tr>
<tr>
<td>FYSS Activities</td>
<td></td>
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<tr>
<td>Class Activities / Quizzes</td>
<td></td>
</tr>
<tr>
<td>Total Points</td>
<td>1000</td>
</tr>
<tr>
<td>Extra Credit</td>
<td></td>
</tr>
<tr>
<td>Maximum Allowed Points</td>
<td>25</td>
</tr>
</tbody>
</table>

Course components and the points assigned them may be changed, added or dropped, at instructor's discretion, should it be warranted. Students will be notified through OAKS, email, or in class should changes occur.  
Grading Scheme  
- **B+** = 87-89.9 %  
- **C+** = 77-79.9 %  
- **D+** = 67-69.9%  

Factors in Grading:  
- Class participation, attitude, teamwork and demeanor will be noted by the instructor and used to swing grades up or down.  
- All course work submitted must be:  
  - word processed in MS Word  
  - grammatically correct  
- All course work must be submitted on-time. Coursework submitted late will cause a reduction in grade at the discretion of instructor relative to the degree and nature of the tardiness (In the case of an email submission, the time and date of reception will act as the official submission instance).  
- Professional demeanor is mandated at all times.
COLLEGE OF CHARLESTON / SCHOOL OF BUSINESS
Learning Goals / Assessment Methods

COMMUNICATION SKILLS: Students will demonstrate the ability, via both written and spoken word, to effectively present, critique, and defend ideas in a cogent, persuasive manner.

INTELLECTUAL INNOVATION AND CREATIVITY: Students will be able to demonstrate their resourcefulness and originality in addressing extemporaneous problems.

GLOBAL CIVIC RESPONSIBILITY: Students will be able to integrate knowledge and skills in applications that facilitate student articulation and response to social, ethical, environmental and economic challenges at local, national and international levels.

SYNTHESIS: Students will demonstrate the ability to integrate knowledge from multiple disciplines incorporating learning from both classroom and non-classroom settings, in the completion of complex and comprehensive tasks.

QUANTITATIVE FLUENCY: Students will demonstrate competency in logical reasoning and data analysis skills.

Students will write a narrative about a current trends in the hospitality and tourism industries and then share their findings with the class.

Students will meet with industry professionals to assess career opportunities and professional advancement.

Students will weigh and be tested on sustainability issues across the lodging, foodservice, and events industries.

Students will conduct a critical feasibility and trend analysis of a local hospitality and/or tourism business.

Students will examine and analyze statistics related to industry trends in hospitality and/or tourism businesses.

Attendance:
Attendance is important! Due to the nature of the course activities, the student is required to attend class and to participate and engage in class. Research indicates that class discussion fosters enhanced learning for all class members and builds a more robust cognitive schema (Gagne, 1985; & Hamblin, 1974). Therefore:

- Anyone missing more than 2 class periods may be deemed ineligible for a grade of “A.”
- Anyone missing more than 3 class periods may be deemed ineligible for a grade of “B” or better.”
- Anyone missing more than 4 class periods may be deemed ineligible for a grade of “C” or better.”
- Anyone missing more than 5 class periods may be deemed ineligible for a grade of “D” or better.”

Attendance is only excused for medical or other serious and legitimate reasons. Student must submit documentation for any absence considered for excuse.

OAKS
The class will utilize OAKS, which is an integrated web-based learning management system (LMS) that is integrated with College of Charleston’s BANNER infrastructure. OAKS is actually a CoFC name given to an LMS designed by “Desire-2-Learn.” Every student officially registered for this class is added to OAKS automatically. You should log on to OAKS through your MyCharleston portal.
OAKS includes the courses:
- Syllabus
- Calendar
  
  The course calendar will be changed periodically throughout the semester to accommodate class dynamics. Students are responsible for checking OAKS for updates.
- Assignment guidelines
- Grades
- Class PowerPoint presentations
- And, all other course related materials that can be formatted digitally

Exams:
There will be 3 midterm exams covering the course text, reference materials, class lectures, anything discussed in class and all course activities. Therefore, coming to class will be essential to doing well on the exams. Students that attend and are actively engaged during class periods do satisfactorily on exams. Exam dates are posted on the course calendar. Exams will consist of multiple-choice, fill-in-the-blank and short-answer questions.

Final Exam:
The final exam will cover the last three lectures and concepts from the rest of the class—the final exam is comprehensive.

Guest Lecturer - Trend Analysis
In order to harness those concepts as we progress through the 21st century, hospitality and tourism managers need to understand the dynamic nature of their industry. To that end, students much reach beyond the text book for current trends and issues in areas including product development, ethics, human resources, finance, marketing, travel, design, globalization, technology and others. Students will research a topic given by the instructor and prepare an approximately 350-word, double-spaced, referenced, structured review, with three business-oriented questions, stemming from your analysis, for the guest lecturer. Students’ reviews will serve to facilitate a dialogue with the respective guest lecturer on the topic.

Class Activities / Quizzes
Hospitality and tourism management is an umbrella term that covers a range of industries and professions. To facilitate an understanding of these myriad topics, you will engage in a variety of in class activities and or quizzes. Some of these will be team based in some will be individually done. Activities will include case studies, financial analyses, walking tours, and others. These activities will be created organically as opportunities present themselves in this living laboratory of hospitality and tourism; that is Charleston, SC.

Peer Session Activities
As a part of the First Year Experience Learning Community (HTMT 210) / ENGL 110), you are assigned to 14, 50-minute weekly sessions with a Peer Student Facilitator. Depending on who your Peer Student Facilitator is, you will be assigned certain activities which will be counted towards your grade in HTMT 210. These activities are coordinated with your instructor, and are meant to bolster and connect to your in-class scholarly pursuits. Missing more than four of the sessions will result in a grade reduction in HTMT 210.

Information Interview/HTM Career Analysis
Informational interviewing is just what it sounds like—an interview designed to produce information. But what kind of information—the information you need to choose an HTM career path, learn how to break in and find out if you have what it takes to succeed. The process has been referred to as "trying on jobs to see if they fit you." Many people screen jobs and companies after they've already taken a job. Informational interviewing gives you the opportunity to conduct the screening process before accepting a position. The best way to learn what you really want in a career is to talk with the people in that career field. Because of the exploratory nature of informational interviews, they are particularly effective for those, such as college students, who are considering their career choices. Informational interviews can be a helpful way of discovering what working for HTM companies would be like.

Class Preparation:
Students are expected to read and prepare before class time. Class topics and the dates are posted in the course the calendar. Please come to class prepared and ready to contribute.
Team Process
HTM organizations have asked the academy to prepare students for the increased team emphasis found in today's workplace. Team-based learning has been shown to promote enhanced academic achievement. The class will be divided into teams of typically three-four students each.

All assignments submitted for the team must include the participating team members’ names. Only team members that attend class and/or team meetings and participate in team activities and should be listed on the assignment submissions. Team members will earn the pooled team grade for all team-based assignments (i.e. barring potential peer evaluation penalties).

To eliminate social loafing, free riding or any other individual withholding of effort, students are to exercise the following:
1. Complete a “Team Contract” (see OAKS). The Team Contract should set each team member’s expectations and facilitate communication.
2. Students may submit a peer evaluation at the end of the semester (Form available on request from instructor). The process requires each student to rate the percentage of individual input associated with each team member’s assignment contribution. Should the evaluations suggest a team member is not contributing his or her fair share of the work; their grade can be reduced accordingly at the discretion of the instructor.

If there a problem with your team’s process or any individual member of your team, REPORT THE PROBLEM TO YOUR INSTRUCTOR AS SOON AS POSSIBLE.

FYE Learning Objectives
By the completion of the First-Year Experience, a student will be able to...
- Identify and use the appropriate academic resources and student support services at College of Charleston. These would include the Addlestone library, information technology, the Center for Student Learning, the Career Center, and other appropriate academic resources, student support services, and cultural resources.
- Use appropriate tools and search strategies for identifying particular types of information specific to the discipline
- Evaluate the relevance, quality, and appropriateness of different sources of information
- Recognize and classify the information contained within a bibliographic citation
- Access and use information ethically and legally
- Faculty will use writing, speech, or media in innovative ways to achieve integrative learning by students.
- Use appropriate critical thinking skills and problem-solving techniques in appropriate disciplinary contexts
- Make connections across disciplines and/or relevant experiences

Center for Student Learning
You are encouraged to utilize the Center for Student Learning’s (CSL) academic support services for assistance in study strategies and course content. They offer tutoring, Supplemental Instruction, study skills appointments, and workshops. Students of all abilities have become more successful using these programs throughout their academic career and the services are available to you at no additional cost. For more information regarding these services please visit the CSL website at http://csl.cofc.edu or call (843)953-5635.

Disability Services
Students approved for SNAP Services are instructed to meet with each of their professors during the first two weeks of classes or as soon as they are approved for services to discuss accommodations and present a copy of their SNAP-issued Professor Notification Letter (PNL). The College will make reasonable accommodations for persons with documented disabilities. Students should apply at the Center for Disability Services / SNAP, located on the first floor of the Lightsey Center, Suite 104. Students approved for accommodations are responsible for notifying me as soon as possible and for contacting me one week before each respective accommodation is needed.

College of Charleston Honor Code and Academic Integrity
Lying, cheating, attempted cheating, and plagiarism are violations of our Honor Code that, when identified, are investigated. Each incident will be examined to determine the degree of deception involved. Incidents where the instructor determines the student’s actions are related more to a misunderstanding will handled by the instructor. A written intervention designed to help prevent the student from repeating the error will be given to the student. The intervention, submitted by form and signed both by the instructor and the student, will be forwarded to the Dean of Students and placed in the student’s file.
Cases of suspected academic dishonesty will be reported directly by the instructor and/or others having knowledge of the incident to the Dean of Students. A student found responsible by the Honor Board for academic dishonesty will receive a XF in the course, indicating failure of the course due to academic dishonesty. This grade will appear on the student’s transcript for two years after which the student may petition for the X to be expunged. The F is permanent. The student may also be placed on disciplinary probation, suspended (temporary removal) or expelled (permanent removal) from the College by the Honor Board.

Students should be aware that unauthorized collaboration—working together without permission—is a form of cheating. Unless the instructor specifies that students can work together on an assignment, quiz and/or test, no collaboration during the completion of the assignment is permitted. Other forms of cheating include possessing or using an unauthorized study aid (which could include accessing information via a cell phone or computer), copying from others’ exams, fabricating data, and giving unauthorized assistance. Research conducted and/or papers written for other classes cannot be used in whole or in part for any assignment in this class without obtaining prior permission from the instructor.

Students can find the complete Honor Code and all related processes in the Student Handbook at http://studentaffairs.cofc.edu/honor-system/studenthandbook/index.php

Instructor’s Note:
I consider teaching, working, and learning with scholars such as you, an honor and a privilege. Notwithstanding our various levels of experience, each of us brings a valid contribution to the class. Though I hope to be a worthy resource for each of you; I view my principle function as facilitator of your diverse contributions.