School of Management

TOUR 403 Consumer Perspectives in Tourism

Trimester 2, 2016

COURSE OUTLINE

Course Coordinator
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Prescription
This course examines the various approaches to the phenomenon of tourism from the consumer’s perspective. By doing so, the complex interrelationships between the psychological make-up of consumers and the social realities that surround them will be addressed. The course emphasises the importance of understanding consumer behaviour in developing marketing strategies for individual tourism products as well as destinations.

Class Times and Room Numbers
Wednesdays from 8:30am to 11:20am in GB G24.

Trimester Dates
From Monday 11th July to Friday 14th October.

Withdrawal from Course
1. Your fees will be refunded if you withdraw from this course on or before Friday 22nd July 2016.

2. The standard last date for withdrawal from this course is Friday 23rd September 2016. After this date, students forced to withdraw by circumstances beyond their control must apply for permission on an “Application for Associate Dean’s Permission to Withdraw Late” including supporting documentation. The application form is available from either of the Faculty’s Student Customer Service Desks or online.
Overall Course Objectives
The course objectives for TOUR 403 are:

- to understand a number of different theoretical approaches to the study of consumer behaviour in tourism
- to be able to discuss and critique research in this field
- to understand relationships between the concepts addressed in the course and “real world” issues
- to be able to convey ideas clearly in discussion and written work

Course Learning Objectives (CLOs) and Skills
On successful completion of the course, students will be able to:

1. understand and appraise the breadth and scope of research that examines the consumption of tourism-related experiences
2. develop and assess their own point of view with respect to the study of consumer behaviour in tourism through a careful reading of exemplary works
3. evaluate theories and concepts and construct effective arguments in discussion and debate
4. undertake research so that they will be better prepared for the demands of work and/or graduate-level study

BTM (Hons)/MTM Learning Goals and Objectives

Learning Goal #1: Our graduates will possess and apply an advanced understanding of tourism management, be able to undertake and use research, and have a range of transferable skills.

Learning Objectives
Graduates will be able to:
(a) demonstrate a critical understanding of theoretical and applied aspects of tourism management;
(b) display an advanced appreciation for concepts and methods that inform the management of tourism organizations, businesses, and resources;
(c) design and conduct independent research;
(d) develop skills and knowledge that provide a solid platform for further postgraduate study.

Learning Goal #2: Our graduates will demonstrate application of critical and creative thinking skills to practical and theoretical tourism management problems.

Learning Objectives
Graduates will be able to:
(a) think conceptually and analytically about tourism and its management;
(b) synthesize and evaluate a range of tourism management issues;
(c) access, evaluate and apply a range of information and data sources;
(d) use innovative thinking and creative skills in the context of the tourism business environment and tourism research.

Learning Goal #3: Our graduates will be effective and confident communicators.

Learning Objective
Graduates will be able to communicate ideas and research findings articulately and effectively in a range of written and oral formats.
Learning Goal #4: By meeting the above learning goals, our graduates will display leadership and be able to assume positions of responsibility in the tourism industry and related sectors.

Learning Objectives
Graduates will be able to:
(a) engage in effective decision making through their analytical, creative and communications skills and experience;
(b) demonstrate a mastery of a wide range of tourism management concepts and techniques.

Course Delivery
TOUR 403 is a discussion-based seminar course. Students are required to meet weekly on Wednesdays between 8:30am and 11:20am in GB G24.

Readings
There is no set text for this course. Book chapters, articles, and other relevant material will be made available to students over the course of the trimester.

Seminar Schedule

Week #1 – Introduction: Expectations, Evaluation, and Preliminary Discussion

Week #2 – Tourism as Consumption, Tourists as Consumers


Week #3 – Travel, Identity, and the Shaping of the Self


Week #4 – Tourism and the Experience Economy


Week #5 – The Chinese Outbound Tourist Market


**Week #6 – Tourism, Niche Markets, and Niche Marketing**


**Mid-Trimester Break**

**Week #7 – Tourism and Shopping**


**Week #8 – Visiting Friends and Relatives (VFR) Travel**


**Week #9 – Creative Tourism, Creative Tourists, and the Creative Class**


**Week #10 – Tourists and Blogs**

**Week #11 – Responsible Tourism and Consumption**


**Week #12 – The Consumption of Gifts and Souvenirs**


**Expected Workload**

This course is a 15-point course. According to the university’s assessment handbook, students are expected to devote a total of 150 hours to TOUR 403 (approximately 10 hours per week). This 10 hours per week includes class time, preparation for class, and assignment preparation. Students taking this course are expected to meet certain requirements. Students are expected to attend each of the scheduled classes. Because the course will be run as a seminar, students are expected to contribute to class discussions each week. Seminar participation will be graded. All required tasks, such as assigned reading, are to be completed prior to class so that relevant issues and concepts can be discussed. Each week, the instructor will provide questions in order to guide class discussions for the following week.

**Assessment Handbook**


**Assessment Requirements**

**Assessment #1 – Essay (45% of the final grade)**

Due Date: **Thursday, 18 August at 4pm**

**Assessment #2 – Essay (45% of the final grade)**

Due Date: **Thursday, 29 September at 4pm**

**Assessment #3 – Seminar Participation (10% of the final grade)**

Assessment Period: **Wednesday, 13 July to Wednesday, October 12** (inclusive)

**Submission of Assessments #1 and #2**

A paper copy of the essay should be submitted to Level 10 of the School of Management (the main office). An electronic copy of the essay should also be submitted to the TOUR 403 Blackboard site. Student essays will be checked through the electronic search engine Turnitin.

**Assessment #1: Instructions for the First Essay**

For assessment #1, please write an essay that addresses one of the three questions below. You will find that our weekly class readings will assist you in answering the essay questions. Your essay should be between 3,000 and 3,500 words in length. The due date is **Thursday, 18 August at 4pm**. This piece of assessment is designed to evaluate the first, second, and fourth CLOs (see page 2 of this course outline).
1. How do tourists use travel to shape their own identities? Why is it important that tourism managers and marketers understand the way in which travel shapes identity?

Other Recommended Sources:

2. What is the “experience economy”? Why is it important for tourism managers and marketers to understand concepts related to the experience economy?

Other Recommended Sources:
3. What measures could be taken by tourism businesses and destinations to improve the ways in which they serve Chinese travellers? Why should these measures be adopted?

Other Recommended Sources

Assessment #2: Instructions for the Second Essay
For assessment #2, please write an essay that addresses one of the three questions below. You will find that our weekly class readings will assist you in answering the essay questions. Your essay should be between 3,000 and 3,500 words in length. The due date is Thursday, 29 September at 4pm. This piece of assessment is designed to evaluate the first, second, and fourth CLOs (see page 2 of this course outline).

1. What types of shopping are available to tourists? How and why is tourist shopping encouraged?

Other Recommended Sources
2. Why does the VFR market deserve more attention from tourism managers and marketers? What can be done to encourage this type of travel?

Other Recommended Sources


3. What is “creative tourism”? Why should this type of tourism be understood by people responsible for marketing and product development?

Other Recommended Sources:


There is a distinct possibility that my essay questions (for both assessment #1 and assessment #2) do not appeal to you. As a result – and given that the scope of the course is broad – I am willing to allow you to prepare your own essay. Students who wish to prepare their own essay question must meet with me. **You will need to draft your essay question and I will need to review and approve it.** I would also ask that you provide me with a list of scholarly sources you plan to consult so that we can determine if there is an adequate amount of material to support your research.

In addition, you are welcome to re-word the questions I have prepared (see above). **I will, however, need to approve your revisions to my essay questions.**
Assessment #3: Seminar Participation
The seminar participation grades are a function of preparation for class, listening to the contributions of one’s peers, and responding to – and building on – comments made by others. Students are expected to answer the weekly discussion questions by contributing to the seminar discussions and offer informed opinions in class based on a careful reading of the assigned journal articles and industry publications. To practice critical and creative thinking, one must take the risk of sharing one’s views and be prepared to receive, and respond to, feedback from others regarding the quality of your ideas. After the mid-trimester break, I will provide students with a provisional tutorial participation grade. This grade is the one they would receive if the course were to end after six weeks. The provisional grades are intended to provide students with some feedback about their performance in tutorial. **Guidelines for the evaluation of seminar participation will be distributed in the first class.** This piece of assessment is designed to evaluate the first, second, and third CLOs (see page 2 of this course outline).

Grading Guidelines
The following broad indicative characterisations of grade will apply in grading assignments:

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<th>Grade</th>
<th>Normal range</th>
<th>Midpoint</th>
<th>Indicative characterisation</th>
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<tr>
<td>Pass</td>
<td>A+</td>
<td>90%–100%</td>
<td>95</td>
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<td>A</td>
<td>85%–89%</td>
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<td>B+</td>
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<td>70%–74%</td>
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<td>40%–49%</td>
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<td>0%–39%</td>
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If you cannot complete an assignment or sit a test or examination, refer to [www.victoria.ac.nz/home/study/exams-and-assessments/aegrotat](http://www.victoria.ac.nz/home/study/exams-and-assessments/aegrotat)

Penalties
In fairness to other students, work submitted after any deadline will incur a penalty for lateness. The penalty is 10% of the marks available (means what the assignment is worth i.e. 20% or 20 marks) for an assignment submitted after the due time on the due date for each part day or day late. For example, if an assignment is out of 25 and the assignment receives 50% then one day late means the mark will be out of 22.5 and the student will receive 50% of 22.5). An assignment late day begins from the time the assignment is due.

Course outlines provide a signal to students of forthcoming workload and dates of submission. Student study plans should take account of course requirements across all courses. Consequently, workload issues related to other courses and employment will not be accepted as reason for dispensation from mandatory requirements or waiver of penalties. **Extensions** to submission deadlines for any assigned work will only be granted in **exceptional circumstances**. All such applications must be made to the Course coordinator before the deadline, wherever possible, and be accompanied by documentary evidence (e.g. a medical certificate, or counsellor’s report clearly stating the degree of impairment, and the dates the illness or event prevented you from undertaking your academic studies). In appropriate circumstances this can be applied retrospectively.

**Word limits** should be adhered to, especially so when they provide a guide to limiting the student’s coverage of a topic and the intended assignment work load. You are strongly advised to adhere to the word limit so as to keep your workload at a manageable level. Any material that is above the word
limit may not be taken into account by the marker. Your marker will simply stop at the maximum words for the assignment and you will receive the appropriate grade.

**Aegrotats**
If you cannot complete an assignment or sit a test or examination, refer to www.victoria.ac.nz/home/study/exams-and-assessments/aegrotat

**Assignment Support**
Class time will be devoted to discussing the assignments. You are also welcome to book an appointment with me to discuss your research and writing. Recommended sources are provided in this course outline for each essay question. You are welcome to use sources other than the ones recommended.

Student Learning at Victoria University of Wellington is an excellent source of support for research and writing skills. See their website for self-help resources and their programme of workshops: http://www.victoria.ac.nz/st_services/slss

**Referencing**
There are many different styles of referencing. For tourism management courses, please refer to the 2016 version of the *Guide for Tourism Management Courses* (available from the TOUR 403 Blackboard site).

**Use of Turnitin**
Student work provided for assessment in this course may be checked for academic integrity by the electronic search engine http://www.turnitin.com. Turnitin is an on-line plagiarism prevention tool which compares submitted work with a very large database of existing material. At the discretion of the Head of School, handwritten work may be copy-typed by the School and submitted to Turnitin. A copy of submitted materials will be retained on behalf of the university for detection of future plagiarism, but access to the full text of submissions will not be made available to any other party.

**Student Feedback**
This course was not offered in 2015. Students have responded positively to the readings assigned in the course, to the written questions that are provided by the instructor(s) in order to guide reading each week, and to the nature of the in-class discussions.

Student feedback on university courses may be found at www.cad.vuw.ac.nz/feedback/feedback_display.php.

**Class Representative**
A class representative will be elected in the first class, and that person’s name and contact details made available to VUWSA, the course coordinator and the class. The class representative provides a communication channel to liaise with the course coordinator on behalf of students.

**Communication of Additional Information**
Information related to the course will be announced in class and posted on the Blackboard website at http://blackboard.vuw.ac.nz/.

**Link to General Information**
For general information about course-related matters, go to http://www.victoria.ac.nz/vbs/studenthelp/general-course-information

**Note to Students**
Your assessed work may also be used for quality assurance purposes, such as to assess the level of achievement of learning objectives as required for accreditation and academic audit. The findings may be used to inform changes aimed at improving the quality of VBS programmes. All material used for such processes will be treated as confidential, and the outcome will not affect your grade for the course.