INTRODUCTION TO THE HOSPITALITY INDUSTRY
RECR 250 (3 Units)
Spring 2011

Section 1 - M W F 9:00 – 9:50 am – Yolo 171

Christine Markey
Office: YOLO 181
Phone: 898-5211
Email: TBD
Office Hours: Monday 10:00-10:50 am or by appointment

Course Description

The hospitality industry has grown tremendously in the last two decades, and become extremely important to the economic and socio-cultural fabric of our society. Hospitality services generate substantial economic impact, meet and shape consumer demand, and generate a myriad of employment opportunities requiring a variety of skills. This introductory class will explore the scope, dimensions, and implications of the hospitality industry as a key service industry in the United States and the world. By participating fully in the class you will:

1. Understand the scope, scale, and impacts of the hospitality industry as it affects business, society, and the economy in the United States and worldwide (COA 7A.03).

2. Understand the organization and structure of various segments of the hospitality industry, including hotels, restaurants, clubs, cruise ships, meetings, and casinos.

3. Understand contemporary professional and cultural issues and trends impacting the hospitality industry (COA 7A.03).

4. Understand the role of professional associations in the hospitality field.

5. Understand marketing and management approaches used within the hospitality industry.

6. Explore career opportunities and challenges in the hospitality industry and refine your career goals (COA 7A.03).

7. Meet a variety of entrepreneurs and other professionals in the hospitality field who will share their perspectives and advice (COA 7A.03).
Required Text and Readings


Additional readings may be assigned. These will be available through Blackboard Vista

Course Teaching Methods

The material in RECR 250 will be addressed through a combination of methods: lectures, class discussions, tests, assignments, and guest speakers. The course will be Blackboard Vista supported. Student grades and course announcements will be issued through Blackboard Vista.

To be successful in this class you MUST complete all assigned readings and assignments prior to coming to class, and you must be prepared to actively discuss concepts and ideas presented in the readings and assignments. Additionally, you MUST attend class. Failure to do so will compromise your own learning and performance, and the overall quality of the class for participants.

Course Evaluation and Grading

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Test 1 (COA 7A.03)</td>
<td>100</td>
</tr>
<tr>
<td>Test 2 (COA 7A.03)</td>
<td>100</td>
</tr>
<tr>
<td>Test 3 (COA 7A.03)</td>
<td>100</td>
</tr>
<tr>
<td>Optional Comprehensive Final</td>
<td>100</td>
</tr>
<tr>
<td>Group Presentations</td>
<td>50</td>
</tr>
<tr>
<td>Participation</td>
<td>50</td>
</tr>
</tbody>
</table>

TOTAL maximum of 400

_Final course grades_ will be assigned on the following basis:

- A = 94-100%
- B = 84-86%
- C = 74-76%
- D = 60-66%
- A- = 90-93%
- B- = 80-83%
- C- = 70-73%
- F = 59% or below
- B+ = 87-89%
- C+ = 77-79%
- D+ = 67-69%

Tests

Tests will involve a variety of question styles, including multiple choice, true-false, and matching. All students should purchase 4 scantrons for use in this class: Form 882-E. _Students should bring to each test the required scantron and a number two pencil. You MUST use a number 2 pencil with all scantrons._
**Group Presentations**

Students will work in groups of no more than five to produce a presentation on a hospitality company. No two groups will do a presentation on the same company. The company selected by a group must be presented to the instructor for approval. The presentations must use PowerPoint and other visual aids. The presentations must be a minimum of fifteen minutes but no more than twenty-minutes. One point will be deducted for each minute under fifteen or over twenty.

**Class Absences, Late Assignment, and “Make-Up” Opportunities**

Class attendance at every lecture is a requirement of this course. Students who fail to come to class will have their grade impacted by missing important material. Attendance will directly impact your success on tests, assignments, and the real-life of leisure services delivery. Additionally, your participation is valued by your professor and your peers since it helps make class more interactive and educational. Each student begins the semester with fifty points for attendance and is allowed two absences for needs such as illness, funeral, or medical appointment. Each additional absence will result in the loss of five-points. Students are expected to be on time and stay for the entire fifty-minutes of class. A tardy will be counted as an absence. Coming to class unprepared is the same as an absence and will result in the loss of attendance points. **Do not skip class, be late, or leave early and read your assigned material before class.**

*Missing tests and assignments.* Make-up tests or assignments will not be offered. Any student missing an exam may take the optional comprehensive exam as make-up for the missed exam. The optional comprehensive exam can only replace one exam. Students who take all exams can opt to take the optional comprehensive exam as a way to replace their lowest test score. If a student who has taken all the tests and does worse on the final than there lowest test score then the final will not be substituted for their lowest test score.

**Academic Honesty**

It is expected that each student will complete his or her own work in this class and will not engage in any form, whatsoever, of academic dishonesty. According to CSUC policies, academic dishonesty generally: “is taking credit for work which is not your own or attempting to receive credit or improve a grade through fraudulent or deceptive means. Examples include taking information from or providing information to another student, plagiarism, or altering a grade or record”.

CSUC policy states implications of cases of academic dishonesty: “If a student is thought to be cheating and charges are brought, the process can result in severe consequences, ranging from failure in an individual course to long-term suspension from the university and denial of a degree”. If there is anything about academic (dis)honesty that is unclear to you, please see me. It will not be tolerated in this class.
Drops and Adds

Students who wish to drop the course are responsible for seeing that drop cards are processed in a timely manner. Drops should be completed as early in the semester as possible. Students who fail to drop the course, therefore remaining on the roll sheet, and who do not complete the course requirements will receive a grade of “F”.

Friday, February 4 is the LAST day to add/drop this class without the permission of the Instructor and Department Chair and through the portal. After this date you will need to gain signatures from faculty and must use the COP process.

Friday, February 18 is the Census Date. No adding or dropping of classes, or changing of the grade option is allowed beyond this date without a “serious and compelling reason” (CSUC Catalog) approved by the instructor, department chair, and dean of the college.

Communication

Please see me if you feel you are falling behind, or want to discuss anything associated with our field or our course. Good communication is essential to the success of this course and those associated with it!

If you have any special needs (learning disability, voice, hearing, vision, mobility) that may require special accommodations, please let me know. We can coordinate with offices on campus to enhance your learning experience.

Academic Rigor at California State University, Chico

Please read the attached statement about academic rigor at our institution. It appears in the university catalogue and is an important statement about the ways a stimulating learning environment is created. As you can see from the statement, it is created by the instructor AND the students. We all have responsibilities for ensuring rigorous teaching and learning. I look forward to our learning environment in RECR 250 and hope and expect that you will bring to it your highest commitment to contribute to it, and to learn from it.

ACADEMIC RIGOR AT CALIFORNIA STATE UNIVERSITY, CHICO

Teaching and learning are two sides of the same coin. For students to learn, professors must create learning environments which support learning. Professors need to provide prompt feedback to students so that students understand the challenges they face and what they must do to improve. Professors need to encourage active and collaborative learning, because this helps to engage students and puts them in charge of their own learning. Students, too, have their distinct responsibilities in the teaching and learning enterprise. Students need to read the assignments, prepare for class, work together, and seek out their teachers for consultation and guidance. The result is a vibrant university community committed to academic excellence.
Academic rigor means the consistent expectation of excellence and the aspiration to significant achievement. It should pervade the entire atmosphere of the University--teaching and learning, curriculum, evaluation of student and faculty, outreach, admissions, advising, and student life.

**Rigorous Teaching**

Rigorous faculty are role models for the behaviors and accomplishments the University seeks to promote. They demonstrate a high level of professionalism and commitment to the University and to their discipline and inspire in students an excitement about learning. Guiding students toward excellence, they

- Communicate high expectations and demonstrate them through a demanding syllabus and well-prepared classes.
- Encourage student-faculty contact in and out of class and offer conscientious advising and consistent availability.
- Encourage collaboration and active learning, fully involving students in the learning experience.
- Provide students early, prompt, and frequent feedback and develop appropriate assessment strategies.
- Emphasize time on task, clearly communicate time required for learning, make it clear that full-time study is full-time work, and design learning experiences so that homework matters.
- Develop approaches and strategies geared to diverse talents and ways of learning, while maintaining high standards of accountability.
- Reduce opportunities to engage in academic dishonesty and challenge its occurrence.

**Rigorous Learning**

Rigorous students are part of the equation of rigorous teaching and learning. A rigorous education is vigorous, difficult, deeply satisfying work, and it requires a lifestyle conducive to achieving excellence. College is not a temporary diversion or a period of entertainment, but a fundamental piece of student character, citizenship, and employment future. A diploma and good grades from a demanding institution count for something. Rigorous students

- Set high personal standards, develop a strong sense of purpose, come to class well-prepared, and complete assignments on time.
- Develop an effective relationship with the instructor, in and outside of class, and make the most of University advising and other services.
- Treat fellow students and the classroom environment with complete respect. Give each class full attention and participation. Do not miss class, arrive late, or leave early.
- Accept continuing responsibility for learning and for grades earned.
- Approach each class in a professional manner, as if the class were real employment. Treat a full-course load as full-time work and spend no less time on it. Determine exactly what is expected.
- Experiment with all teaching and learning strategies used in classes, and also determine which work best for them.
- Demonstrate complete honesty and integrity.
Semester Schedule

1/24-1/28  Orientation, Chapter 1 Hospitality: An Introduction (Course Objective 1, 2 & 4, COA 7A.03)
1/31-2/4  Chapter 2 The Past, Present, and Future & Chapter 3 Hospitality: The “Real World” (Course Objective 2 & 6, COA 7A.03)
2/7-2/11 Chapter 4 Industry Associations and Ratings (Course Objective 2, COA 7A.03) & Chapter 17 Hotel and Lodging Operations
2/14-2/18 Chapter 18 Bed and Breakfast, Limited-Service, and Long-Term Stay Lodging Facilities (Course Objective 3, COA 7A.03) Chapter 19 Luxury Hotels
2/21-2/25 Chapter 20 Resort Operations and Management (Course Objective 7, COA 7A.03)
2/25  **Test 1**
2/28-3/4 Chapter 21 Restaurant Operations & Chapter 22 Quick Service Restaurants (QSR) Operations and Management (Course Objective 2, 3 & 5, COA 7A.03) 3/2 **Carrie Kohler, Marriott Recruiter speaks**
3/7-3/11 Chapter 23 Bar and Beverage Operations & Chapter 24 Catering Industry (Course Objective 3, COA 7A.03)
3/14-3/18 **Spring Break- no classes!**
3/21-3/25 Chapter 25 The Culinary World, Chapter 26 Casinos & Chapter 27 Golf Management (Course Objective 3, COA 7A.03)
3/28-4/1 Chapter 34 Private Clubs (Course Objective 3 & 7, COA 7A.03)
4/1  **Test 2**
4/4-4/8 Chapter 28 Attractions, Chapter 29 Cruise Lines
4/11-4/15 Chapter 30 Distribution Services (Course Objective 3 & 5, COA 7A.03) & Chapter 31 Meeting and Events Industry
4/18-4/22 Chapter 32 Lodging and Restaurant Design (Course Objective 3 & 5, COA 7A.03) & Chapter 33 International Tourism
4/25-4/29 Chapter 35 Senior Living Centers & Chapter 36 Travel Management Companies and Tour Operators (Course Objective 3 & 4, COA 7A.03)
5/2-5/6 Chapter 37 Real Estate Opportunities in the Hospitality Industry & Chapter 39 Management Consulting (Course Objective 3 & 5 COA 7A.03)
5/6  **Test 3**
5/9-5/13 **Group Presentations**
5/16  **Optional Comprehensive: Final 10:00-11:50 am**