

I. COURSE DESCRIPTION:

This course will provide students with the knowledge and skills needed to meet tourism demand in Canada. Students will complete a holistic study of the "Canadian Experience", specifically looking at the who, what, where, when, why and how of tourism activity in Canada. A large segment of the course will focus on social, historical, geographical and economic development in the context of Canadian tourism. In addition, students will become knowledgeable in international tourists' culture, customs, needs and wants that target Canada as a tourism destination. Present and future tourism markets such as Japan and Germany will provide the basis for this exploration.

II. LEARNING OUTCOMES AND ELEMENTS OF THE PERFORMANCE:

Upon successful completion of this course, the CICE student, with the assistance of a Learning Specialist will demonstrate a basic ability to:

1. Discuss tourism development in Canada from a social, historical, geographical and economic perspective.

Potential Elements of the Performance:

- Apply knowledge of the social historical development of tourism in Canada
- Apply knowledge of the past and present cultural traditions and festivals in Canada
- Apply knowledge of the geography of Canada in the context of tourism
- Apply knowledge of tourism in Canada from an economic perspective

This learning outcome will constitute approximately 20% of the final mark.

2. Discuss why Canada continues to be a popular tourist destination.

Potential Elements of the Performance:

- Identify the nature and scope of the Canadian tourism product
- Identify the traditional services offered by resorts and other hospitality businesses to meet tourism demand
- Identify and explain the primary Canadian tourism products
- Discuss other critical factors which allow Canada to continue to be a prime tourist destination

This learning outcome will constitute approximately 10% of the final mark.

3. Define new product development in Canadian tourism.

Potential Elements of the Performance:

- Outline and discuss the products and services associated with ecotourism
- Identify and explain cultural and heritage tourism as it applies to the Canadian tourism sector
- Discuss the management of natural resources from both a governmental and private sector perspective
- Define "The Canadian Experience"

This learning outcome will constitute approximately 15% of the final mark.

4. Demonstrate knowledge of international tourist culture, customs, needs and wants in the context of Canadian tourism.

Potential Elements of the Performance:

- Discuss the German tourist market and its importance in Canadian tourism
- Identify the cultural needs and wants of the German tourist in Canada
- Discuss the Japanese tourist market and its importance to Canadian tourism
- Identify the cultural needs and wants of the Japanese tourist in Canada

This learning outcome will constitute approximately 20% of the final mark.

5. Prepare and present a "unique Canadian tourism plan" to meet the needs of a specific tourism market segment.

Potential Elements of the Performance:

- Select an international tourism target market
- Outline and develop a plan to organize and conduct a Canadian tour for a small number of people in the selected international market
- Identify and discuss the key objectives of the tour to provide the tourist with a "unique Canadian experience"

This learning outcome will constitute approximately 25% of the final mark.

6. Research and discuss how recent trends and events have affected the demand for new Canadian tourism products.

Potential Elements of the Performance:

- Identify events in recent history which have impacted on the global tourism market
- Outline and discuss how the tourism market has recently changed in Canada
- Research and discuss potential future growth areas in Canadian tourism

This learning outcome will constitute approximately 5% of the final mark.

7. Develop ongoing personal professional development strategies and plans to enhance leadership and management skills for the resort environment.

Potential Elements of the Performance:

- Solicit and use constructive feedback in the evaluation of his/her knowledge and skills
- Identify various methods of increasing professional knowledge and skills
- Apply principles of time management and meet deadlines
- Recognize the importance of the guest, the server-guest relationship, and the principles of good service

This learning outcome will constitute approximately 5% of the final mark.

III. TOPICS:

Note: These topics sometimes overlap several areas of skill development and are not necessarily intended to be explored in isolated learning units or in the order below.

- Social and historical development in the context of Canadian tourism
- Geographical and economic development in the context of Canadian tourism
- Define the Canadian tourism product - "The Canadian Experience"
- The traditional services offered by resorts and lodges
- The traditional services offered by hospitality businesses (other than resorts and lodges)
- Management principles in outdoor recreation
- New Canadian tourism product development
- Study the main international tourism markets - cultures, customs, needs and wants
- The affects of demand on Canadian tourism
- Trends in Canadian tourism products
- Future growth areas for Canadian tourism

IV. REQUIRED RESOURCES/TEXTS/MATERIALS:

Kerr and Nickerson, Snapshot: An Introduction to Tourism. 4rd Canadian edition. Pearson Education Canada, Inc., Toronto, 2004.

V. EVALUATION PROCESS/GRADING SYSTEM:

The following semester grades will be assigned to students in postsecondary courses:

<u>Grade</u>	<u>Definition</u>	<u>Grade Point Equivalent</u>
A+	90 - 100%	4.00
A	80 - 89%	4.00
B	70 - 79%	3.00
C	60 - 69%	2.00
D	50 - 59%	1.00
F (Fail)	49% or below	0.00
CR (Credit)	Credit for diploma requirements has been awarded.	
S	Satisfactory achievement in field placement or non-graded subject areas.	
U	Unsatisfactory achievement in field placement or non-graded subject areas.	
X	A temporary grade. This is used in limited situations with extenuating circumstances giving a student additional time to complete the requirements for a course (see <i>Policies & Procedures Manual – Deferred Grades and Make-up</i>).	
NR	Grade not reported to Registrar's office. This is used to facilitate transcript preparation when, for extenuating circumstances, it has not been possible for the faculty member to report grades.	
W	Student has withdrawn from the course without academic penalty.	

Professor's Evaluation

Tests	65%
Projects/Assignments	25%
Student Professionalism (Attendance, dress code, conduct)	10%
Total	100%

Assignments:

Since one of our goals is to assist students in the development of proper business habits, assignments will be treated as reports one would provide to an employer, i.e. in a timely and businesslike manner. Therefore, assignments will be due at the beginning of class and will be 100% complete. All work is to be word processed, properly formatted, assembled and stapled prior to handing in. No extension will be given unless a valid reason is provided and agreed to by the professor in advance.

Tests:

If a student is not able to write a test because of illness or a legitimate emergency, that student must contact the professor prior to the test or as soon as possible and provide an explanation which is acceptable to the professor. In cases where the student has contacted the professor and where the reason is not classified as an emergency, i.e. slept in, forgot, etc., the highest achievable grade is a "C". In cases where the student has not contacted the professor, the student will receive a mark of "0" on that test.

VI. SPECIAL NOTES:Dress Code:

All students are required to wear their uniforms while in the hospitality and tourism institute, both in and out of the classroom. For further details, please read the Hospitality Centre dress code.

Special Needs:

If you are a student with special needs (e.g. physical limitations, visual impairments, hearing impairments, or learning disabilities), you are encouraged to discuss required accommodations with the professor and/or contact the Special Needs office. Visit Room E1101 or call Extension 2703 so that support services can be arranged for you.

Retention of course outlines:

It is the responsibility of the student to retain all course outlines for possible future use in acquiring advanced standing at other postsecondary institutions.

Communication:

The College considers **WebCT/LMS** as the primary channel of communication for each course. Regularly checking this software platform is critical as it will keep you directly connected with faculty and current course information. Success in this course may be directly related to your willingness to take advantage of the **Learning Management System** communication tool.

Course Outline Amendments:

The Professor reserves the right to change the information contained in this course outline depending on the needs of the learner and the availability of resources.

Substitute course information is available in the Registrar's office.

Plagiarism:

Students should refer to the definition of "academic dishonesty" in the *Student Code of Conduct*. Students who engage in "academic dishonesty" will receive an automatic failure for that submission and/or such other penalty, up to and including expulsion from the course, as may be decided by the professor/dean. In order to protect students from inadvertent plagiarism, to protect the copyright of the material referenced, and to credit the author of the material, it is the policy of the department to employ a documentation format for referencing source material.

VII. PRIOR LEARNING ASSESSMENT:

Students who wish to apply for advanced credit in the course should consult the professor. Credit for prior learning will be given upon successful completion of a challenge exam or portfolio.

VIII. DIRECT CREDIT TRANSFERS:

Students who wish to apply for direct credit transfer (advanced standing) should obtain a direct credit transfer form from the Dean's secretary. Students will be required to provide a transcript and course outline related to the course in question.

CICE Modifications:**Preparation and Participation**

1. A Learning Specialist will attend class with the student(s) to assist with inclusion in the class and to take notes.
2. Students will receive support in and outside of the classroom (i.e. tutoring, assistance with homework and assignments, preparation for exams, tests and quizzes.)
3. Study notes will be geared to test content and style which will match with modified learning outcomes.
4. Although the Learning Specialist may not attend all classes with the student(s), support will always be available. When the Learning Specialist does attend classes he/she will remain as inconspicuous as possible.

A. Tests may be modified in the following ways:

1. Tests, which require essay answers, may be modified to short answers.
2. Short answer questions may be changed to multiple choice or the question may be simplified so the answer will reflect a basic understanding.
3. Tests, which use fill in the blank format, may be modified to include a few choices for each question, or a list of choices for all questions. This will allow the student to match or use visual clues.
4. Tests in the T/F or multiple choice format may be modified by rewording or clarifying statements into layman's or simplified terms. Multiple choice questions may have a reduced number of choices.

B. Tests will be written in CICE office with assistance from a Learning Specialist.***The Learning Specialist may:***

1. Read the test question to the student.
2. Paraphrase the test question without revealing any key words or definitions.
3. Transcribe the student's verbal answer.
4. Test length may be reduced and time allowed to complete test may be increased.

C. Assignments may be modified in the following ways:

1. Assignments may be modified by reducing the amount of information required while maintaining general concepts.
2. Some assignments may be eliminated depending on the number of assignments required in the particular course.

The Learning Specialist may:

1. Use a question/answer format instead of essay/research format
2. Propose a reduction in the number of references required for an assignment
3. Assist with groups to ensure that student comprehends his/her role within the group
4. Require an extension on due dates due to the fact that some students may require additional time to process information
5. Formally summarize articles and assigned readings to isolate main points for the student
6. Use questioning techniques and paraphrasing to assist in student comprehension of an assignment

D. Evaluation:

Is reflective of modified learning outcomes.