

SEMESTER AT SEA COURSE SYLLABUS

Colorado State University, Academic Partner

Voyage:	Spring 2023
Discipline:	Natural Resource Recreation and Tourism
Course Number and Title:	NRRT 372 Tourism Promotion
Division:	Upper
Faculty Name:	Dr. Jana Raadik Cottrell
Semester Credit Hours:	3

Prerequisites: The standard CSU prerequisite – one (1) principles of natural resource tourism course – has been waived by the instructor

COURSE DESCRIPTION

The tourism industry is unlike any other because, instead of a product, you are selling a place and all the things it has to offer. You are competing with the entire world every time you promote tourism in each destination, and this high level of competition demands a creative and unique approach. This course will provide students with an understanding of marketing processes and promotional concepts and techniques related to the global tourism industry. Basic concepts and skills in tourism promotion will be examined through problems and characteristics specific to the industry in the SAS countries visited. Promotional techniques available to destinations and tourism enterprises will be explored using various SAS country case studies.

LEARNING OBJECTIVES

After taking this course, students should be able to understand and apply acquired knowledge related to ...

- The differences in promotion within the tourism/leisure industry versus non-leisure/tourism industry
- The effect customer motivations and needs have on the tourism offerings
- Current trends in leisure/tourism product offerings and distribution channels
- A methodology to identify and analyze leisure/tourism trends to shape marketing/promotional decisions
- The importance of market research and how to use it in promotion of a tourism/leisure service organization or a destination
- How marketing/promotional strategies influence consumers and how consumers influence marketing/promotional strategies today
- The important characteristics of effective promotional strategies and techniques and how to use them in real-world case

REQUIRED TEXTBOOKS

AUTHOR: McCabe, S.

TITLE: The Routledge Handbook of Tourism Marketing

PUBLISHER: Abingdon, Oxon ; New York: Routledge

ISBN: 9780415597036

ISBN: 041559703X (hardback)

DATE/EDITION: 2014

Other required readings are provided through Canvas course companion site.

REQUIRED SUPPLIES

None

TOPICAL OUTLINE OF COURSE

Embarkation Day – January 5

PART 1. BASIC CONCEPTS AND ISSUES IN TOURISM MARKETING/PROMOTION

1—Course overview – Why the topic is important

Promotional Video Discussion: *Promotional video of the place of embarkation (Dubai?)*

<https://www.youtube.com/visitdubai>

The Official Website of Tourism : <https://www.visitdubai.com/en>

2—Tourism marketing theory: paradigms and perspectives. Tourist experience value and marketing

Read: PART 1 Ch. 2 & Ch. 3 McCabe

PART 2. MACROMARKETING AND TOURISM

3—Sustainability and marketing for responsible tourism

Read: PART 2 Ch. 4 McCabe

4—The semiotics of tourism marketing. Discourse in tourism communications

Read: PART 2 Ch. 7 & 8 McCabe

5—Tourism and social marketing

Read: PART 2 Ch. 5, McCabe

PART 3. STRATEGIC ISSUES IN TOURISM

6—Experiential approach and co-creation. Market segmentation approaches in tourism

Read: PART 3 Ch. 9 & 10, McCabe

7— Brand experience in tourism

Read: PART 3 Ch. 11, McCabe

PART 4. TOURISM MARKETING RESEARCH

8—Market segmentation approaches in tourism

Read: PART 4 Ch. 19 McCabe

9—Evaluating tourism marketing campaigns. Destination confusion

Read: PART 4 Ch. 16 & 18 McCabe

PART 5. TOURIST CONSUMER BEHAVIOR

10—Consumer trends and tourism marketing. Tourist decision making

Read: PART 5 Ch. 19 McCabe

11—Niche tourism and marketing

Read: PART 5 Ch. 20 McCabe

12—Travel information search

Read: PART 5 Ch. 21, McCabe

13—Tourist destination choice

PART 6. MICRO-MARKETING ISSUES IN TOURISM

14—Service design and co-creation of experiences

Read: PART 6 Ch. 24, McCabe

15—March 2: Managing customer relationships & marketing communications in tourism

Read: PART 6 Ch. 28 & 29, McCabe

PART 7. DESTINATION MARKETING AND BRANDING

16—Destination image and branding. Brand management

Read: PART 7 Ch. 30, McCabe

17—Tourists' emotional responses. Challenges of destination branding and marketing

Read: PART 7 Ch. 33 & 34, McCabe

PART 8. SOCIAL AND DIGITAL MEDIA MARKETING IN TOURISM

18—Challenges of tourism marketing in the digital economy. Social media marketing in tourism

Read: PART 8 Ch. 35 & 36, McCabe

A19—Online blogs as a marketing tool. Search engine marketing

Read: PART 8 Ch. 37 & 38, McCabe

PART 9. FUTURE CHALLENGES IN TOURISM PROMOTION

20—Tourism marketing goes mobile

Read: PART 9 Ch. 39 & 38, McCabe

21—Future-casting the marketplace

Read: PART 9 Ch. 41, McCabe

22—Group Work Day

Promotional Video Discussion: Morocco: Be Inspired

The Official Website of Tourism Morocco: <https://www.visitmorocco.com/en>

23—Final Project Presentations

24—Final Project Presentations

25—FINAL CLASS: Sharing memories

Disembarkation Day – April 20

FIELD WORK

Semester at Sea® field experiences allow for an unparalleled opportunity to compare, contrast, and synthesize the different cultures and countries encountered over the course of the voyage. In addition to the one field class, students will complete a Comparative Experiential Project that span multiple countries.

Field Class & Assignment

STUDENTS: Field Class proposals listed below are not finalized. Confirmed ports, dates, and times will be posted to the [Spring 23 Courses and Field Class page](#) when available.

Field Class attendance is mandatory for all students enrolled in this course. Do not book individual travel plans or a Semester at Sea sponsored trip on the day of your field class.

Field Classes constitute 20% of the contact hours for each course.

Field Class Proposal #1 Title: The city above and beyond (Destination to be determined)

Outcomes: The outcome should include a fully written field report to be complemented with pictures and field notes as appropriate. This field report will be evaluated focusing specifically on originality, keenness of observation and structure of material.

Activities: Visiting with tourism official and tourist destinations along the way discussion will focus on the role of film in destination imagery, authentic versus staged authenticity, the tourism gaze and more from themes covered in the course.

Assessment: Develop a blog with pictures – *Falling in Love with (in) the destination*. Targeted market – college students (max 3 pages) Additional instructions regarding the paper and presentation will be given before the Field Class.

Note: More specific details will be given once the port of call (country) adapted to that country.

Field Class Proposal #2 Title: Moved by movies (Destination to be determined)

Outcomes: The outcome should include a fully written field report to be complemented with pictures and field notes as appropriate. This field report will be evaluated focusing specifically on originality, keenness of observation and structure of material.

Activities: Increasingly, in a globalized world of entertainment, film tourism or film induced tourism gains more popularity. Since the first decade of the 21st century, film productions have been used as a tool for the promotion of tourism in many previously less -known destinations. Currently, many locations are beginning to consider film tourism as a distinct tourism strategy. As stated by Hudson and Ritchie (2006)¹, “ destination placement in films and TV shows is an attractive marketing vehicle that increases awareness, enhances destination image, and results in significant increases in tourism numbers, succeeding where traditional marketing efforts cannot. Film tourism offers destinations the opportunity to generate significant incremental revenue, tourist visits, and economic development.” From the point of view of a destination, there is a need to understand the opportunities to be found in film induced tourism, as well as possible challenges and threats, like overtourism. The class will explore firsthand the power of films in destination promotion and marketing by joining a tour of the city. Students are invited critically assess the positive and negative aspects of film induced tourism and explore opportunities for more responsible promotion strategies.

Assessment: Develop a concept for a creative responsible digital marketing campaign.” Targeted market – Gen Z. Make a max 3- minute pitch video.

Note: More specific details will be given once the port of call (country) adapted to that country.

Comparative Experiential Project

The CEP is the required comparative assignment that span multiple countries. The Comparative Experiential Project constitutes at least 5% of the grade for each course.

Photo Journal Presentation

¹ Hudson, S., & Ritchie, J. R. B. (2006). *Promoting Destinations via Film Tourism: An Empirical Identification of Supporting Marketing Initiatives*. *Journal of Travel Research*, 44(4), 387-396

As you travel, strategically document your observations illustrated with photos that reflect the key concepts covered in this course. You may include observations from any of the destinations we visit. Compare and contrast at least two destinations. You are to provide at least 4 photos which reveal examples of at least three issues in destination marketing for minimum of two countries visited. One or two of these photos should illustrate the differences of these countries.

Be sure to link your presentation to specific aspects of class material. Discuss each of your answers noted below to the class.

1. How do these photos reflect one or more of the key concepts in destination marketing discussed in class? Explain.
2. How do destination marketing strategies differ in different countries?

Additional presentation expectations and a detailed rubric will be provided. Your assigned presentation date will be announced.

GROUP PROJECT PAPER AND PRESENTATION

There will be a **final group project** worth 200 points. Students working in groups of 3 will prepare a promotional package for a destination or a tourism product in selected destination. The task is to take a fresh, innovative approach to introduce an existing or a new product/destination area. Topics covered during the course will aid with the framework and design principles.

Additional paper and presentation expectations and a detailed rubric will be provided. Your assigned presentation date will be announced.

METHODS OF EVALUATION

<u>Grading Summary</u>	<u>Percent of Grade</u>	<u>Total Points</u>
Discussion Participation/Attendance	20%	100
Field Class Assignment	20%	100
Individual independent field assignment	20%	100
Group Project and Presentation	40%	200
Total:	100%	500

GRADING SCALE

The following Grading Scale is utilized for student evaluation. Pass/Fail is not an option for Semester at Sea® coursework. Note that C-, D+ and D- grades are also not assigned on Semester at Sea® in accordance with the grading system at Colorado State University (the academic partner institution).

Pluses and minuses are awarded as follows on a 100% scale:

<u>Excellent</u>	<u>Good</u>	<u>Satisfactory/Poor</u>	<u>Failing</u>
97-100%: A+	87-89%: B+	77-79%: C+	Less than 60%: F
93-96%: A	83-86%: B	70-76%: C	
90-92%: A-	80-82%: B-	60-69%: D	

ATTENDANCE/ENGAGEMENT IN THE ACADEMIC PROGRAM

Attendance in all Semester at Sea® classes, including the Field Class, is mandatory. Students must inform their instructors prior to any unanticipated absence and take the initiative to make up missed work in a timely fashion. Instructors must make reasonable efforts to enable students to make up work which must be accomplished under the instructor's supervision (e.g., examinations, laboratories). In the event of a conflict in regard to this policy, individuals may appeal using established CSU procedures.

CLASSROOM CLIMATE

Semester at Sea® is committed to the Voyage Community Values. Consequently, the classroom environment is founded on mutual respect, community, and an aim toward equity. The Voyage Community Values support the creation of a collaborative and vibrant community. Our community is the foundation of our learning, critical inquiry, and discovery. Each member of this course has a responsibility to uphold these values when engaging with one another.

With that, please review the following Voyage Community Values:

- **Well-Being:** We commit to the health, safety and well-being of ourselves, all members of our voyage community, *and* members of the communities we will visit.
- **Interconnectedness:** We understand our actions and attitudes have an impact locally and globally. We always seek to positively affect the planet and the people around us near and far.
- **Respect:** We honor the inherent dignity of *all people* with an abiding commitment to freedom of expression, scholarly discourse and the advancement of knowledge. We have the right to be treated, and the responsibility to treat others, with fairness and equity.
- **Inclusion:** We ensure inclusive environments that welcome, value, affirm and embrace *all people* within the shipboard community and in each country we visit.
- **Integrity:** We are honest and ethical in all of our interactions, including our academic work. We hold ourselves accountable for our actions.
- **Excellence:** We model the highest academic standards of preparation, inquiry and knowledge and consistently seek to understand complex issues and express informed opinions with courage and conviction.

LEARNING ACCOMMODATIONS

Semester at Sea® provides academic accommodations for students with diagnosed learning disabilities, in accordance with ADA guidelines. Students who will need accommodations in a class, should contact ISE to discuss their individual needs. Any accommodation must be discussed in a timely manner prior to implementation.

A letter from students' home institutions verifying the accommodations received on their home campuses (dated within the last three years) is required before any accommodation is provided on the ship. Students must submit verification of accommodations to their Student Services advisor as soon as possible, but no later than two months prior to the voyage. More details can be found within the **Course Registration Packet**, posted to the student portal prior to registration.

STUDENT CONDUCT CODE

The foundation of a university is truth and knowledge, each of which relies in a fundamental manner upon academic integrity and is diminished significantly by academic misconduct. Academic integrity is conceptualized as doing and taking credit for one's own work. A pervasive attitude promoting academic integrity enhances the sense of community and adds value to the educational process. All within the University are affected by the cooperative commitment to academic integrity. All Semester at Sea® courses adhere to this Academic Integrity Policy and Student Conduct Code.

Depending on the nature of the assignment or exam, the faculty member may require a written declaration of the following honor pledge: "I have not given, received, or used any unauthorized assistance on this exam/assignment."

RESERVE BOOKS FOR THE LIBRARY

None

Films

None

ELECTRONIC COURSE MATERIALS

None