

**MT. DIABLO UNIFIED SCHOOL DISTRICT
COURSE OF STUDY**

COURSE TITLE:	Hospitality and Tourism Management
COURSE NUMBER:	(Aeries)
CBEDS NUMBER:	(Aeries)
DEPARTMENT:	CTE
LENGTH OF COURSE:	Year
CREDITS PER SEMESTER:	5 Credits
GRADE LEVEL(S):	10th, 11th, 12th
REQUIRED OR ELECTIVE:	Elective (“g”)

PREREQUISITES:

Required - **Enrollment in a California Partnership Academy
English I or other introductory English course**

Recommended -

BOARD OF EDUCATION ADOPTION: (Date of Action Meeting)

COURSE DESCRIPTION:

This course explores the historical and social roots of hospitality and leisure, and examines the forces of change that created the hospitality industry we know today. It provides context by looking at the economic and societal shifts that affected the concepts of leisure and recreation, and travel and tourism over time, and the effects those changes had on hospitality related businesses, such as: lodging, and food and beverage operations, including food safety and sanitation, and the birth of restaurants and gourmet cooking. The effect of labor law changes on the hospitality industry also will be explored.

COURSE PURPOSE:

The purpose of this course is to explore the hospitality industry from a variety of perspectives including: historical, financial, economic, geographic, sociological and cultural, as a basis for understanding the concepts and theories that guide industry practices today. The goal is for students to gain overall knowledge about the hospitality industry, along with more-detailed understanding of select segments, including lodging, travel and tourism, food and beverage operations, and event management.

COURSE OUTLINE:

Unit One: Historical Concepts of Hospitality

Students will examine the hospitality industry as an evolution of social, cultural, political and economic factors. Students will explore how the end of slavery and the French Revolution contributed to the creation of the service industry.

Unit Two: Concepts in the Theory and Practice of the Current Hospitality Industry

In this unit, students will learn how hospitality is defined in today's society. Students will also learn cultural differences in the service industry surrounding the idea. "what good service means." Students will learn the differences between selling and marketing services and what affects peoples' definitions of quality. Students will also learn about distinctive challenges of marketing "service" vs marketing "product" and the distinguishing characteristics of the server vs the person being served.

Unit Three – Concepts in Global Lodging

In this unit, students will be introduced to global lodging by reading selected portions of *Be My Guest: Autobiography of Conrad Hilton*. Drawing from the textbook, *Hospitality Today* and lecture by the instructor, students will gain an understanding of different types of lodging properties as categorized by such terms as full service, limited service, hotel, motel, hostel, pension, bed and breakfast, residential, mega-hotel, resort, chain, franchise, privately owned, etc.

Unit Four: Concepts in the Art, Science, Sociology, and Business of Food and Beverage Service

In this unit, students will learn about the impact of food-themed television shows and "celebrity chefs" on the restaurant industry as well as the role of restaurants in providing for the nutritional health of the public. Students will learn about "service" and "product," which is more important in the restaurant business, how the food-service industry has caused changes in family roles, and how these changes in turn have impacted the industry, about the rising popularity of international-fusion cuisine and the future of ethnic restaurants, why 95 percent of new restaurants fail in their first year, and the impact on the general economy, key features of the five percent of restaurants that do not fail, and differences in the marketing restaurants through social media, and the social-media marketing of other businesses in the hospitality industry.

Unit Five: Concepts in the Sociology of Travel

In this unit, students will learn about the impact of different modes of travel on culture and class structure (Students will read "Culture Shock! A Guide to Customs and Etiquette"). Students will also learn about travel and the global community as well as how travel may affect future societies. Students will learn strategies for marketing the same destination to people of different cultural and/or economic, age, gender, etc. backgrounds and how the proliferation of travel-industry web sites has allowed the industry to replace a variety of services with self-service options.

Unit Six: Concepts in the Merger of Business and Leisure in the Hospitality Industry

In this unit, students will learn about cultural, social, and economic components of event planning and management. Students will learn the concept of combining "business with pleasure" and its use as a marketing tool by the lodging and event-management industries. In this unit, students will take on the role of the event manager and learn the importance of interfacing with ancillary hospitality services (lodging, food and beverage, travel, entertainment, etc.)

KEY ASSIGNMENTS:

Unit One: Historical Concepts of Hospitality

Assignment 1- Reflecting on Indentured Servitude and Slavery After reading portions of "To be a Slave", "The Invention of the Restaurant", "All Manners of Food, Savoring the Past and Cooking for Kings", students will engage in reciprocal teaching (reading and formulating questions in pairs or triads). Students will then engage in group discussion about the evolution from servitude to service industry. The final component of this assignment is to personalize history with an imaginary journal relating 5 days in their life as an indentured servant or slave.

Assignment 2- Prohibition Timeline Students will view portions of Ken Burns' PBS series "Prohibition", and review the fast-food history timeline at www.foodtimeline.org. Students will collaborate to create a time-line poster showing the correlation between the Prohibition-era ban on alcohol and the rapid growth of soft drinks, candy bars and fast food. Students will engage in small group discussion speculating on how America would be if Prohibition had not been adopted, and later be assessed with an essay exam on the impact of food changes in early 20thcentury America.

Assignment 3- NPS Research Students will view portions of Ken Burns' PBS series, "The National Parks: America's Best Idea". Instructor will provide brief lecture on the national system of parks, forests, monuments and heritage sites. Students will divide into teams and engage in guided research on the NPS.

Each team will select a system site and develop a narrative script to accompany a PowerPoint, Prezi or Google Slide presentation promoting their selection. The presentation will feature images depicting the history of the site, the role of the site in preserving the environment and must be aimed towards site visitors.

Unit Two: Concepts in the Theory and Practice of the Current Hospitality Industry

Assignment 1- Local Hospitality Students will interview local representatives of the hospitality industry to find out how they define and evaluate the quality of service in their respective businesses. In preparation, the instructor will delineate the types of businesses that comprise the hospitality industry through guided reading and discussion of select portions of the textbook. In groups, students will identify local establishments that represent different examples of the hospitality industry and report them back to the class.

Assignment 2- Representative Interview Scripts In the same groups, students will identify sites where they would like to interview a representative. Each team will focus on a different segment of the industry, such as restaurant, hotel, tourist attraction, travel service, etc. The instructor will model appropriate written and oral language for contacting potential interviewees. The teams will collaboratively write scripts that may be adapted for personal contact, telephone contact, email or letter. The collaborative writing will continue with the formulation of interview questions for a 30-minute interview. The questions should be designed to elicit practical or technical information about the business and questions that require evaluative or subjective responses. Examples of subjective questions include: How does your business differentiate between selling service versus selling product? What distinctive challenges are there in marketing service? How do you determine what constitutes high quality service?

Assignment 3- Interview Role Play Each group of students will role play an interview session and video record the role play. The class as a whole will play back the recordings and critique the sessions.

Assignment 4- The Interview After conducting the actual interviews, each group will collaboratively write a synopsis of the interview. Groups will conclude the project by creating a poster with the theme, "What is good service?" Each group will write a brief paper (1-2 pages) on their definition of good service. Groups will present their posters in a gallery to entire class, Each team member will offer a brief oral reflection about the interview experience and what they learned about evaluating quality.

Unit Three: Concepts in Global Lodging

Assignment 1- Types of Lodging In groups, students will conduct an Internet search to identify nearby properties that represent the different lodging types. As a class, students will create a wall collage of nearby lodging properties, using information and pictures from their Internet research, photos, and promotional brochures distributed by the lodging sites.

Assignment 2- Site Visit Reflection & Discussion Students will visit four distinctly different lodging properties for the purpose of comparing luxury, affordability, functionality and cultural values. Prior to the field trip, the students and instructor will create an observation guide to facilitate the visit and will engage in discussion about manners, etiquette and attire that is expected in the hospitality industry. During the visit, students will get a behind-the-scenes look at hotel operations with particular attention being paid to reservation and room-occupancy systems, marketing strategies, business-and-convention services, and tourist amenities. Students will be encouraged to take photos of the sites. After the field trip, there will be a class discussion about the major differences in the properties and how to effectively evaluate levels of service, amenities and overall value commensurate with the property type.

Assignment 3- Comparative Essay Each student will write a 2-to 3-page comparative essay comparing and contrasting the sites visited. The essay should denote how the means of rating quality can vary for each site. Essays should be written in MLA format and include a Bibliography Page for any external resources students use to research means of rating, etc.

Unit Four – Concepts in the Art, Science, Sociology, and Business of Food and Beverage Service

Assignment 1- Hospitality Today Students will learn to delineate types of food-and-beverage establishments, referencing the textbook *Hospitality Today: An Introduction*. Students will be divided into small groups. Using printed outlines as a guide, the student groups will identify local examples of each type of establishment and note it on the outline. The list of examples will be displayed as a gallery for the whole class to examine.

Assignment 2- Dining Habits Over Time: Poster and Reflection Each student will keep a one-week record of places they eat at outside of the home, including fast-food restaurants, family and fine dining establishments, drive-throughs, carry out, etc. Students will engage in group discussion to compare their dining habits and then create a collaborative poster to depict their habits and show the frequency of their choices. Students will survey parents and grandparents to determine what their dining habits were when they were teenagers. The class will make a second collaborative poster profiling their parents' teenage eating habits. Students will divide into small groups and discuss what changes they think they will see in the future their teenagers' food choices. Students will write a 3- to 5-page essay reflecting on three generations of family dining habits.

Assignment 3- TV Chefs Students will watch clips from a variety of TV cooking shows that feature a restaurant chef. After viewing the videos, the students will engage in small- group discussions to evaluate the various shows and chefs. The small groups will report back to the whole class to share their viewpoints.

Assignment 4- Panel Interview A panel of local chefs and restaurateurs will be guest speakers in the classroom. Prior to the visit students will research the restaurants using the Internet to find consumer reviews, the businesses' websites and social-networking promotions. Students will formulate questions to ask the guests. In the classroom, the guest chefs and restaurateurs will be asked to share how they see their roles as artist, scientist, nutritionist and business person. The guests will also be asked to respond to student questions.

Assignment 5- Panel Debate & Essay After the visit, two panels of students will debate the pros and cons of owning a restaurant. The project will conclude with each student writing a 2- to 4-page persuasive essay on why or why not one should open a restaurant.

Unit Five: Concepts in the Sociology of Travel

Assignment 1- Country Portfolio Student will use Internet and library resources to create a portfolio for a trip to another country. Each portfolio will include a synopsis of the economy, income, and standard of living of the country the student has chosen to visit. The synopsis will also include information about the economic and cultural role of the tourism and hospitality industry in that country.

Assignment 2- Trip Itinerary Students will create a trip itinerary for their visit that includes projected costs for food, lodging, and transportation. Options for both budget and luxury travel must be included. The portfolio will include a checklist of "must see: sites and "must do" activities with accompanying photos or drawings.

Assignment 3- Why Visit? After completing the portfolio, each student will write a brief paper on why their country is a terrific choice to visit. Papers should be 1-2 pages long and may include photographs (photographs will not count toward page count). Students will then share their portfolios to and papers with the class in a 3- to 5-minute oral presentation.

Assignment 4- Expository Essay Students will write a 3- to 4-page expository essay on Culture Shock: an American might experience when visiting the country. Before writing the essay, students will read selected portions from the series, *Culture Shock! A Guide to Customs and Etiquette*.

Unit Six: Concepts in the Merger of Business and Leisure in the Hospitality Industry

Assignment 1- Guest Speakers Students will formulate questions to ask a panel of guest speakers from the local visitors and convention bureau and/or the local chapter of an event planners organization. The panel

will represent a range of event services, such as convention planners, wedding planners, concert promoters, catering companies, light and sound technicians, entertainment agents, security services or others. After hearing the guest speakers, students will divide into pairs or small groups and discuss the most important things they heard from the speakers. The groups will report back to the entire class with their opinions.

Final Assignment- *Event Planning* In groups, students will plan a symposium or other small event. The event must include participants beyond just the students enrolled in the class, mix of student and adult participants, guest speaker(s) or performer(s), food service even if very limited, promotion for the event and other features specific to the type of event. Students will need to create budget and account space restrictions. Students will create a timetable for the event using both forward planning and backward planning. Students will maintain a continuous written log of their progress from conception to completion of the project. Each student will daily make a written entry into the log.

INSTRUCTIONS METHODS and/or STRATEGIES:

Instructional methods and/or strategies include direct instruction, project based learning, collaborative learning, experiential learning, and research and writing

ASSESSMENTS INCLUDING METHODS and/or TOOLS:

Assessment methods and/or tools include research and writing assignments, oral presentations, group projects, and reflective writing.

INSTRUCTIONAL MATERIALS:

Course Materials

Multimedia

Title	Authors	Director	Name of video series	Date	Website	Medium of Publication
The National Parks: America's Best Idea	Ken Burns	Ken Burns	The National Parks: America's Best Idea (PBS)	2009	[empty]	video

Literary Texts

Title	Author	Publisher	Edition	Website	Read in entirety
To Be a Slave	Julius Lester	Puffin Books	2005	[empty]	No
The Invention of the Restaurant: Paris and Modern Gastronomic Culture	Rebecca L. Spang	Harvard University Press	2000	[empty]	No
Culture Shock! A Guide to Customs and Etiquette	Guck-Cheng Pang and Robert Barlas	Graphics Arts Center Publishing Company	2004	[empty]	No

Textbooks

Title	Author	Publisher	Edition	Website	Primary
Hospitality Today: An Introduction	Rocco M. Angelo and Andy N. Vladimir	American Hotel and Lodging Educational Institute	7th Edition	http://shop.ahlei.org/Hospitality-Today-An-Introduction-Seventh-Edition_p_2120.html	Yes

Committee Members:

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