

Lakehead University, School of Outdoor Recreation, Parks & Tourism
OUTD 5733 (Graduate Students)
Rural and Community Tourism Development

Instructor: Rhonda Koster

Office: SN2005D

Tel: 343-8554

Email: r.koster@lakeheadu.ca

Class: CB 4048

Tuesday s 2:30 – 5:30

Office Hours: Monday's 9:00 to 12:00
or by Appointment

Course Description:

Rural and Community Tourism Development provides MES students the opportunity to explore, at an advanced level, the practice and theory of community-based tourism planning in rural regions. Community service learning is core to the course, and provides students with the opportunity to work with community organizations to develop and/or implement tourism related plans within the region. In addition, the course is designed to assist graduate students in their program through an analysis of the community(s) associated with their study region.

Course Objectives

Upon completion of the course, students will be able to:

- Respond effectively to Requests for Proposals, from community organizations
- Develop a proposal to complete a tourism related project
- Undertake data collection, analysis synthesis related to a tourism project
- Provide a final document of their study/project
- Effectively present a tourism project for evaluation to a community partner
- Apply theories and models of tourism development and planning to a real life situation
- Reflect on the application of theory to practice
- Become knowledgeable with the community(s) associated with program of study at the MES level

Attendance Policy: Students are required to come prepared, arrive on time and attend all classes. This class will not work to your advantage, or that of your mates, if everyone does not attend on a regular basis.

Due Date Policy: *Assignments are due on the date stated within the syllabus. NO LATE assignments will be accepted and there will be NO EXCEPTIONS.* This course is designed around the completion of REAL projects that community organizations are depending on and therefore each student/group is required to complete his/her assignment on time. If you know now that you cannot make any of these deadlines, discuss the situation with me. If there are serious medical or emergency circumstances that arise, you must provide appropriate documentation.

Course Outline:

Week	Date	Topic / Assignment
1	Sept 9	Course Introduction, RFPs, Proposals, Ethics, MOUs
2	Sept 16	Discussion Topic: Community Service Learning Presentation – Responding to RFPs – Sarah Lewis, Nipigon Economic Development Officer Task Discussion: Writing Proposals
3	Sept 23	Task Discussion: Creating and Delivering a presentation Discussion Topic:
4	Sept 30	GROUP PRESENTATIONS: PROPOSALS
5	Oct 7	Task Discussion: Conducting Research Discussion Topic: PROJECT PROPOSALS DUE = Oct 10th, 4:00pm
6	Oct 14	Discussion Topic: Group Meetings
7	Oct 21	Discussion Topic: Group Meetings
8	Oct 28	Discussion Topic: Group Meetings
9	Nov 4	GRAD STUDENT PRESENTATIONS Discussion Topic:
10	Nov 11	Task Discussion: Formatting your final project Discussion Topic: Group Meetings
11	Nov 18	Task Discussion: Formatting your Final Presentation Group Meetings
12	Nov 25	Group Meetings
Week of Dec 1 - 5		FINAL PROJECT PRESENTATIONS = Place & Date TBA
	Dec 9	Final Project Document Due – 4:00 pm CSL Evaluation Paper Due – 4:00 pm

NOTE: Grad students are required to participate in all Discussion Topic workshops, but they are not required to lead a workshop.

Course Evaluation & Assignments:

Description	Value (%)	Due Date
Group Work	65%	
Proposal, Ethics & MOU	15	Oct 10 – 4:00pm
Proposal Presentation	10	Sept 30
Individual Project Portion	10	Oct 28
Project Presentation	10	Dec 1 – 5 TBA
Final Group Project Document	20	Dec 9
Individual Work	35%	
Case Study Presentation	10	Nov 4
Case Study Paper	15	Nov 11
CSL Self Evaluation Paper	10	Dec 9

GROUP PROJECT WORK (65%)

Over the course of the semester, a group of 2 to 3 students will be required to complete a tourism planning project that has been requested by various communities or organizations of the north shore. You will be provided with an opportunity to learn about the various aspects of tourism planning, research, and project writing. You will be evaluated by both myself and the community members on your professionalism and the final product. At the end of the term you should have a completed project and evaluation that can become part of your 'portfolio' of professional activities associated with your university career.

A Note on Group Work and Marking allocations:

It is the responsibility of students to let me know if there are any group conflicts, as soon as they arise. These projects are time consuming and difficult, and require the commitment of all individuals within the group. I will do my best to help group members find a solution to any issues. If, however, no consensus can be reached, I will allocate the division of work, and each person will receive an individual mark (based on the percentages indicated), and individual evaluations of their work by the community members.

NOTE: Please review the university policy on plagiarism and academic dishonesty (available online). You are encouraged to speak to me if you are unsure as to what these regulations mean. Please be aware that the

minimum penalty for a student guilty of plagiarism and or cheating is a mark of zero for the work concerned.

PROPOSAL STAGE (30%)

Project Proposal, Ethics & MOUs (15%) Due Date: Oct 10th 4:00 pm

Your group will be given a Request for Proposals that pertains to the project that your group will be required to complete over the course of the semester. Your group must complete:

1. A proposal (a document that outlines your project, the elements of your project, methodologies, timelines)
2. An ethics review form (required by LU policy – forms to be provided)
3. A Memorandum of Understanding - a document that sets out expectations of group members

Details of these documents will be provided in class.

Project Proposal Presentation (10%) Due Date: Sept 30th

Each group is required to give a presentation on your project to the class. Based on feed back you receive on your presentation, the group will have time to make changes and improvements before handing it in.

FINAL PROJECT STAGE (45%)

Individual Portion of Final Project (10%): Due Date: Oct 28th

In creating your MOU, you will be determining how the group divides up the tasks and the writing of your final document. Each individual **MUST** contribute to the writing of the final document. On Oct 28th, the group is required to hand in a draft of the final document, clearly indicating who is responsible for researching and writing up of that portion. Each individual will receive feed back and evaluation on their portion.

Group Presentation of Final Project (10%): Due Date: TBA Dec 1-5

Each group will be required to prepare and give a 20 minute presentation on their final project to the class and community groups. These presentations will be held at the Resource Centre on Lake Helen First Nation, during the week of Dec 1 – 5. Your presentations should be information rich, but also visually rich. More details will be provided in class.

Group Final Project Document (20%): Due Date: Dec 9th

Each group will be completing a final document that provides all the information that is required by the community or organization as provided in your RFP.

These documents should be information rich, and written in a professional (i.e. not academic) structure and manner. Details and examples will be provided in class.

In addition, groups are required to make a CD of documents used, where appropriate, to provide to the community or organization that you are working for.

This final project is due, for evaluation, on December 9th, by 4:00pm. This document will be marked by the instructor and your final grade will be developed based on this product. You are required to then complete any changes requested by the instructor and produce a final good copy to the instructor by the end of January 2009. This document will then be professionally bound and returned to the community or organization for their use and review.

At this time, the community or organization will provide each group with an evaluation letter of your work. This letter can then be used (providing it is positive!) in your professional portfolio.

INDIVIDUAL WORK (35%)

Presentation (10%)

Due Date: Nov 4th

Each student is required to prepare a 20-minute power point presentation on the paper you must write for the class. Your presentation should be information rich and visually stimulating. You should allow 10 minutes for questions.

The instructor will provide details of the presentation in class.

Paper (15%)

Due Date: Nov 11th

Each student is required to research and prepare a 10-15 page paper which provides a contextual analysis of your study region. Preferably, this should include the region in which you will be conducting your MES research. Please discuss with me.

The purpose of this paper will be to “get to know” your study region and as such, it will be comprised of two parts.

Part A:

The paper should utilize a regional geography approach to research the community and its surrounding region. As such, you should provide:

- An overview of the physical location
- A historical overview of the community (social, economic, political)
- A current evaluation of the community (social, economic, political)

Part B:

In the second portion of your paper, you will research the context of tourism and its development within the community. Here, you will address:

- The state of tourism development within the community
- An assessment and understanding of its product and attributes
- How the community is involved in tourism
- How the community views tourism development (historically and currently)
- How the community is planning for and implementing tourism

This will require you to undertake some primary research, in the form of content analysis of local newspapers and regional magazines and newspapers. These are available through the LU and public libraries.

Reflection Paper (10%)**Due Date: Dec 9th**

In order to help students reflect on their service assignment and better synthesize their CSL experience, each student is required to write an assessment paper. This is based on your personal experience and evaluation, and does not require you to complete any additional research. You may, however, wish to refer to the workshop on CSL and the reading materials supplied.

The paper must be a minimum of 4 pages in length, double spaced. You do not need to follow standard APA format; instead, type in each question below and provide your answer below it.

Questions for assessment:

1. How did this CSL experience affect you intellectually and/or emotionally?
2. What did you learn about yourself?
3. What did you learn about others in our community?
4. Did you learn something about tourism development and planning that is particularly interesting or new to you?
5. What will you do in the future to address the problems you now recognize in the region and/or the community?

6. Was this experience everything you expected? If not, how was it different?
7. What were the negative and/or positive aspects of your experience? What did you learn from each?
8. What types of benefits (academic, personal, professional) did you gain? Please explain.
9. Do you feel you had an affect on a person, group of people, or problem in our region/community? How and why?
10. Is there anything you would change about your service work?

Just for your contemplation....

THE GOOSE STORY

Next fall, when you see geese heading south for the winter, flying along in V formation, you might consider what science has discovered as to why they fly that way: As each bird flaps its wings, it creates an uplift for the bird immediately following. By flying in V formation the whole flock adds at least 71% greater flying range than if each bird flew on its own. People who share a common direction and sense of community can get where they are going more quickly and easily because they are traveling on the thrust of one another.

When a goose falls out of formation, it suddenly feels the drag and resistance of trying to go it alone and quickly gets back into formation to take advantage of the lifting power of the bird in front. If we have as much sense as a goose, we will stay in formation with those who are headed the same way we are. .

When the head goose gets tired, it rotates back in the wing and another goose flies point. It is sensible to take turns doing demanding jobs with people or with geese flying south.

Geese honk from behind to encourage those up front to keep up their speed. What do we say when we honk from behind?

Finally, and this is important, when a goose gets sick, or is wounded by gunshots and falls out of formation, two other geese fall out with that goose and follow it down to lend help and protection. They stay with the fallen goose until it is able to fly, or until it dies. Only then do they launch out on their own or with another formation to catch up with their group.

If only we could have as much sense as a goose.

Stoecker, R. (2005). Research methods for community change: A project based approach. Thousand Oaks, CA: Sage.