

**Perspectives in Hospitality Management
HMGT 1101
Semester Year**

Instructor	Class Number	
E-mail	Day	
Phone	Location	
Office	Time	
Office Hours:	Class Hours	3
	Lab Hours	0
	Credits	3

Department Mission Statement

The Hospitality Management Department of New York City College of Technology educates students for careers in the hospitality industry through foundational knowledge of hospitality operations and experiences that cultivate diverse perspectives, lifelong learning, collaboration, and community engagement.

Program Learning Outcomes

To graduate students who

1. identify and demonstrate skills relevant to the operational areas of hospitality management. (PLO #1)
2. utilize the dynamics of collaboration in diverse settings. (PLO #2)
3. demonstrate effective communication skills. (PLO #3)
4. exhibit the analytical and social skills essential for success in the global workplace. (PLO #4)
5. value and integrate lifelong learning, civic engagement, ethical reasoning, and social responsibility. (PLO #5)

Course Description

An overview of the history, likely directions and organizational structure of the hospitality industry and its role in local, national and global economies. Students are introduced to the nature and scope of the hospitality industry, basic terminology, management concepts, career path explorations and the department's mission and culture.

Prerequisites

CUNY proficiency in reading and writing; co-requisite: MAT 0605

Course Objectives

Upon completion of HMGT 1101, the student will be able to

- a. Identify the scope of the hospitality and tourism industry.
- b. Describe the characteristics of the hospitality and tourism industry from a local, national and global perspective.
- c. Define the roles and responsibilities of key executives and department heads in the hospitality industry.
- d. Differentiate hotel classifications.
- e. Classify and examine food and beverage operations.

Student Learning Outcomes and Assessment

Student Learning Outcomes	Method of Assessment
a. Discuss the scope of the hospitality and tourism industry (Gen Ed: Communication; PLO #3)	Industry research assignment, Concierge assignment, Shared reading, Weekly homework, Class participation
b. Gather information from observation in regard to the hospitality industry from a local, national and global perspective (Gen Ed: Inquiry/Analysis; PLO #3)	Shared reading, Electronic profile, Concierge assignment, Weekly chapter summaries, Class participation
c. Understand and discuss the roles and responsibilities of key executives and department heads in the hospitality industry (HMGT Discipline)	Shared reading, Concierge assignment, Weekly homework, Class participation
d. Evaluate and examine hotel classifications (Gen Ed: Integration)	Shared reading, Concierge assignment, 36 hours..., Weekly homework
e. Evaluate and apply information discerningly from a variety of sources to classify and examine food and beverage operations (Gen Ed: Integration; PLO#3)	Shared reading, Industry research assignment, 36 hours..., Weekly homework

Grading Procedures

Electronic Profile	5%
Industry Research Assignment	10%
Concierge Assignment	20%
“36 Hours In...” Assignment	20%
Shared Reading	10%
Weekly Homework	25%
Class Participation	<u>10%</u>
TOTAL	100%

Assignments

Electronic Profile **5%**

Students will reflect on who they are as a student, professional, and future industry leader. Then write a personal profile. Think about your academic, career and personal experience and goals.

Industry Research Assignment (Information Literacy Rubric) **10%**

Research and write about a trend in one sector of the hospitality industry. Reflect on what skills you plan to develop to become a leader in this sector of the hospitality industry.

Concierge Assignment (Writing and Oral Communication Rubrics) **20%**

Students will conduct research to learn about a historically significant tourist attraction in New York City then discuss scope of the hospitality and tourism industry in writing and through an oral presentation.

“36 Hours In...” Assignment**20%**

Based on the New York Times travel column *36 hours...*, students will write their own “36 Hours on the Brooklyn Water Front” article. Students will be provided a category of tourism and will gather information about their category. Students will also participate in a field trip to the Brooklyn Bridge Park to support their research.

“Shared Reading”**10%**

Discussion of trends identified through a shared reading of the New York Times travel section.

Weekly Homework**25%**

Articulate, through written responses, the main objectives of the assigned chapters on a weekly basis.

Class Participation**10%**

Articulate knowledge developed in a manner in which all students can benefit from an engaging learning environment.

Grading System

A	93 – 100
A-	90 – 92.9
B+	87 – 89.9
B	83 – 86.9
B-	80 -- 82.9
C+	77 – 77.9
C	70 – 76.9
D	60 – 69.9
F	59.9 and below

Required Text

Walker, J. R. (2016). *Introduction to hospitality*. 7th Edition. Upper Saddle River, NJ: Prentice Hall.

Suggested Reading

New York Times New York Sections, <https://www.nytimes.com/section/nyregion>

New York Times Travel Section, <https://www.nytimes.com/section/travel>

Suggested Listening (Podcasts)

All in the Industry, <https://heritageradionetwork.org/series/all-in-the-industry/>

Be a Better Guide, <https://www.beabetterguide.com/>

Cherry Bombe Radio, <https://cherrybombe.com/radio-cherry-bombe>

Inside Julia’s Kitchen, <https://heritageradionetwork.org/series/inside-julias-kitchen/>

Flatbush and Main, <https://www.brooklynhistory.org/podcasts/>

Fortune on Stage: The Most Powerful Women, <https://www.stitcher.com/podcast/cadence13/the-most-powerful-women>

Suite Spot, <https://www.travelmediagroup.com/suite-spot-hotel-marketing-podcast/>

Information Literacy Rubric

(Modified from AAC&U VALUE Rubric)

Performance Indicator	4	3	2	1
Understands and addresses the scope and objectives of a manageable research topic	Defines the scope and objectives of a manageable research topic in a concrete and focused manner.	Begins to define the scope and objectives of the research topic in a focused manner.	Defines scope and objectives of the research topic in a broad, narrow, or vague manner.	Has difficulty identifying the scope and objectives of the research topic.
Identify credible and relevant sources	Able to identify all relevant and credible sources (know the difference between primary and secondary sources; identify peer reviewed journals; choose the best evidence).	Able to identify most relevant and credible sources but not all (few discrepancies with identifying primary and secondary sources, peer reviewed journals and choosing the best evidence).	Able to identify some relevant and credible sources but not all (many discrepancies with identifying primary and secondary sources, peer reviewed journals and choosing the best evidence).	Does not identify differences between sources, does not select the best evidence available.
Use information effectively to accomplish specific purpose, and present information in a clear and meaningful way	Communicates, organizes and synthesizes information from sources to fully achieve a specific purpose, with clarity and depth.	Communicates, organizes and synthesizes information from sources. Intended purpose is achieved.	Communicates and organizes information from sources. The information is not yet synthesized, so the intended purpose is not fully achieved.	Communicates information from sources. The information is fragmented and/or used inappropriately (misquoted, taken out of context, or incorrectly paraphrased, etc.), so the intended purpose is not achieved.
Cite sources in an appropriate style	Correctly provides in-text citations and reference list in a discipline-specific style.	Provides in-text citations and reference list in a discipline-specific style, but with few errors.	Provides in-text citations and reference list in a style not discipline-specific.	Does not cite any information sources used in assignment.
Incorporates ideas of others in an ethical manner; summarizing, paraphrasing and quoting are correct and appropriate	Applies principles of academic integrity in the use of information – all sources are quoted, paraphrased and cited correctly and appropriately.	Cites most sources correctly when quoting and paraphrasing; uses quoted material sparingly and appropriately.	Cites some (but not all) sources correctly when quoting and paraphrasing, but employs excessive use of quoted material.	Plagiarizes the work of others: uses quoted material excessively and/or does not use in-text or bibliographic citations.

Writing Rubric

(Modified from AAC&U VALUE Rubric)

Performance Indicator	No Proficiency	Some Proficiency	Proficiency	High Proficiency
Context and Purpose for Writing (includes consideration of audience & circumstances surrounding the task)	Minimal attention to context, audience, purpose, and to the assigned task(s).	Some evidence of awareness of context, audience, purpose, and the assigned task(s); begins to show awareness of audience's perceptions and assumptions.	Adequate consideration of context, audience, and purpose with a focus on the assigned task(s).	Thorough understanding of context, audience, and purpose that is responsive to the assigned task(s).
Format	Does not adhere to standardized format (APA, MLA, etc.) or given instructions; no sense of introduction, body, conclusion; does not contain all sections required; handwritten/sloppy in appearance.	Minimally follows the standardized format or given instructions; some sense of organization and structure; contains all sections, but the content within each section is not appropriate.	Mostly follows the standardized format or given instructions; contains all sections, whose content is generally correct with only occasional lapses; minor edits are required.	Accurately follows the standardized format or given instructions; all sections are present and clearly labeled; each section contains all of the appropriate information.
Language	Numerous errors in spelling, grammar, verb tense and punctuation; no paragraphs, numerous fragmented sentences; extremely limited vocabulary; use of language impedes meaning because of errors in usage.	Several instances of grammatical errors and demonstrates a lack of editing; sentence structure is simplistic, little variety; although there are errors, uses language that conveys meaning to readers.	Few errors in spelling, grammar, verb tense and punctuation; sentence structure (subject and predicate) is generally correct although still simplistic and occasionally repetitious; generally straightforward language that conveys meaning to the readers.	Very few errors in sentence structure and mechanics; exhibits good to excellent command of language and professional terminology; sentences are complex and vocabulary is sophisticated; skillfully communicates meaning to readers with clarity and fluency.
Communication	Does not articulate thoughts or ideas; organization of the document is not clear enough for reader to follow arguments; lacks focus and fluency in writing.	Thoughts are expressed using vague language; attempts to convey main ideas of the paper but lacks focus and fluency; overall document is somewhat confusing.	Thoughts are organized and the main ideas are exposed, but some connections are not clearly supported by the written text; topic presented (or proof if applicable) is clear, with very minor lapses.	Thoughts are carefully organized and allows reader to easily follow all of the arguments; no lapses in logic or clarity; thoughts are clearly expressed with focus and fluency.
Analysis/Synthesis	Demonstrates little understanding of what the important data/content that should be presented; comments, if present, are superficial or not related to the main topic discussed, does not identify significant professional standard findings; analysis of important points (or data) is lacking.	Statement of important results/content is incomplete; some personal comments are present but not particularly relevant for the discussion; identifies the critical elements but does not demonstrate an accurate comprehension of the concept; analysis of important points (or data) is incoherent and or incomplete.	Statement of the important results are clear and complete but may include too much information or information that is not relevant; analysis of important points (or data) is well thought out but lacks a few important points; relevant comments or real world connections are included.	Successfully performed a thorough analysis; all important results/arguments are clearly identified and motivated; presence of significant personal comments and observations prove a real understanding of the topic.
Supporting Evidence	Does not attempt to use sources to support ideas in the writing, or provides inappropriate sources.	Demonstrates an attempt to use credible and/or relevant sources to support ideas that are appropriate for the discipline and genre of the writing.	Demonstrates consistent use of credible, relevant sources to support ideas that are situated within the discipline and genre of the writing.	Demonstrates skillful use of high-quality, credible, relevant sources to develop ideas that are appropriate for the discipline and genre of the writing.

ORAL COMMUNICATION VALUE RUBRIC

for more information, please contact value@aacu.org



Definition

Oral communication is a prepared, purposeful presentation designed to increase knowledge, to foster understanding, or to promote change in the listeners' attitudes, values, beliefs, or behaviors.

Evaluators are encouraged to assign a zero to any work sample or collection of work that does not meet benchmark (cell one) level performance.

	Capstone 4	Milestones		Benchmark 1
		3	2	
Organization	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is clearly and consistently observable and is skillful and makes the content of the presentation cohesive.	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is clearly and consistently observable within the presentation.	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is intermittently observable within the presentation.	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is not observable within the presentation.
Language	Language choices are imaginative, memorable, and compelling, and enhance the effectiveness of the presentation. Language in presentation is appropriate to audience.	Language choices are thoughtful and generally support the effectiveness of the presentation. Language in presentation is appropriate to audience.	Language choices are mundane and commonplace and partially support the effectiveness of the presentation. Language in presentation is appropriate to audience.	Language choices are unclear and minimally support the effectiveness of the presentation. Language in presentation is not appropriate to audience.
Delivery	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation compelling, and speaker appears polished and confident.	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation interesting, and speaker appears comfortable.	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation understandable, and speaker appears tentative.	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) detract from the understandability of the presentation, and speaker appears uncomfortable.
Supporting Material	A variety of types of supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make appropriate reference to information or analysis that significantly supports the presentation or establishes the presenter's credibility/authority on the topic.	Supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make appropriate reference to information or analysis that generally supports the presentation or establishes the presenter's credibility/authority on the topic.	Supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make appropriate reference to information or analysis that partially supports the presentation or establishes the presenter's credibility/authority on the topic.	Insufficient supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make reference to information or analysis that minimally supports the presentation or establishes the presenter's credibility/authority on the topic.
Central Message	Central message is compelling (precisely stated, appropriately repeated, memorable, and strongly supported).	Central message is clear and consistent with the supporting material.	Central message is basically understandable but is not often repeated and is not memorable.	Central message can be deduced, but is not explicitly stated in the presentation.

Selected Bibliography

- American Hotel & Lodging Association. (n.d.) *News room*. Retrieved August 15, 2019
<https://www.ahla.com/newsroom>
- Brefere, L., Eich Drummond, K., & Barnes, B. (2005). *So you want to be a chef? your guide to culianary careers*. Hoboken, NJ: John Wiley and Sons.
- Fiedman, A. (2018). *Chefs, drugs and rock & roll: How food lovers, free spitits, misfits and wandereers created a new American profession*. New York: Harper Collins.
- Hospitality Sales and Marketiing Association International. (n.d.). *Isights*. Retrieved August 15, 2019: <https://global.hsmai.org/insights/>
- Marriott, J. W., & Brown, K. A. (1997). *The spirit to serve: Marriott's way*. New York, NY: Harper Collins.
- National Restaurant Association. (n.d.) *Research and trends*. Retrieved August 15, 2019
<https://www.restaurant.org/research>
- Sachs, D. and J. Scott. (2018). *The million dollar greeting: today's best practices for profit, customer retention, and a happy workplace*. USA: Apollo Publishers
- Sandoval-Strausz, A. (2007). *The hotel: an American history*. New Haven, CT: Yale Univesity Press.
- World Tourism Organization. (n.d.) *What we do*. Retrieved October 12, 2012, from:
<http://www2.unwto.org/content/why-tourism>

Class Meeting Schedule

Week	Date	Topic	Reading Assignments	Assignments Due*
1		Introduction <i>Electronic Profile Distributed</i>	NY Times Travel Section	
2		▫ History of Hospitality ▫ OpenLab ▫ ePortfolio	Chapter 1, pgs 3-23 NY Times Travel Section	▫ Chapter Summary ▫ <i>Electronic Profile</i>
3		Information Literacy <i>Industry Research Paper Distributed</i>	Chapter 1, pgs 23-46 NY Times Travel Section	Chapter Summary
4		Lodging, Hotel Business	Chapter 2 NY Times Travel Section	Chapter Summary <i>Industry Research Paper Distributed</i>
5		Lodging, Operations Management <i>Site Visit of a NoMo SoHo Hotel</i>	Chapter 3 NY Times Travel Section	Chapter Summary
6		Dimensions of Managing Food Service	Chapter 8 NY Times Travel Section	Chapter Summary
7		Travel & Tourism <i>Concierge Assignment Distributed</i>	Chapter 9 NY Times Travel Section	Chapter Summary
8		Travel & Tourism on the Brooklyn Waterfront <i>Site Visit of the Brooklyn Bridge Park</i>	NY Times Travel Section Review the Brooklyn Bridge Park Website and Readings	Chapter Summary
9		Theme Parks and the National Parks System	Chapter 10 NY Times Travel Section	Chapter Summary
10		Concierge Presentations <i>36 Hours in... Assignment Distributed</i>	NY Times Travel Section	<i>Concierge Assignment</i>
11		Food and Beverage Management	Chapter 4 and 6 NY Times Travel Section	Chapter Summary <i>Selection of NYC Attraction for Concierge Assignment</i>
12		Concierge Presentations	NY Times Travel Section	
13		Meetings & Conventions and Events	Chapter 12 and 13 NY Times Travel Section	Chapter Summary
14		Hospitality Leadership, the human factor	Handouts/Links NY Times Travel Section	"36 Hours in..."
15		Hospitality Management Accounting "Showcase"	Vocabulary Words NY Times Travel Section	

*Late assignments will not accepted

Student Accessibility

Qualified students with disabilities, under applicable federal, state, and city laws, seeking reasonable accommodations or academic adjustments must contact the Center for Student Accessibility for information on City Tech's policies and procedures to obtain such services. Students with questions on eligibility or the need for temporary disability services should also contact the Center at The Center for Student Accessibility:
300 Jay Street, room L-237, 718 260 5143. <http://www.citytech.cuny.edu/accessibility/>

Professionalism and Participation

The Department of Hospitality Management follows industry standards in order to educate, develop and mentor future hospitality and tourism professionals. In order to successfully complete a course, students must consistently participate in class and meet deadlines

NYC College of Technology Statement on Academic Integrity

Students and all others who work with information, ideas, texts, images, music, inventions, and other intellectual property owe their audience and sources accuracy and honesty in using, crediting, and citing sources. As a community of intellectual and professional workers, the College recognizes its responsibility for providing instruction in information literacy and academic integrity, offering models of good practice, and responding vigilantly and appropriately to infractions of academic integrity. Accordingly, academic dishonesty is prohibited in The City University of New York and at New York City College of Technology and is punishable by penalties, including failing grades, suspension, and expulsion.

As stated in the Academic Integrity Policy Manual,

"academic dishonesty occurs when individuals plagiarize or cheat in the course of their academic work. Plagiarism is the presenting of someone else's ideas without proper credit or attribution. Cheating is the unauthorized use or attempted use of material, information, notes, study aids, devices or communication during an academic exercise."

The complete text of the College Academic Integrity Policy Manual may be found on the College website.

Statement of Classroom Behavior

Each student has the right to study and learn in a comfortable, safe, supportive environment that promotes self-esteem – free of fear, humiliation, intimidation, offensive or suggestive language.

Use of Electronic Devices

The use of cellular phones and audio equipment in all academic and study areas of the college is prohibited. Students are not permitted to take calls or text message during class. Students may not use their cell phones as calculators. In some instances, an instructor may allow the use of personal electronic devices for in class activities.

Writing Style Statement

The hospitality management department requires that all written work must be prepared using APA Style Publication Manual of the American Psychological Association as a reference guide. This includes editorial formats, abbreviations, use of statistics, graphs, citations and references. Visit the City Tech Library website for APA Style Guides.

HM Department Calendar *(available from department office)*