

NEW YORK CITY COLLEGE OF TECHNOLOGY, CUNY  
DEPARTMENT OF HOSPITALITY MANAGEMENT  
**HMG T 3502**  
**Fall 2015**

<b>Instructor</b>	Susan Phillip	<b>Course Section</b>	HD75
<b>E-mail</b>	SPhillip@citytech.cuny.edu	<b>Day</b>	Thursday
<b>Phone</b>	(718) 260-5639	<b>Location</b>	Con Ed G603
<b>Office</b>	Namm 225B	<b>Time</b>	2:30 – 5:00
<b>Office hours</b>	Wed 1:00 – 3:00 Thurs 1:00 – 2:00	<b>Class Hours</b>	3

1. COURSE DESCRIPTION

Techniques of research and review of literature as applied to hospitality management. Review of computer searching with data bases. Interdisciplinary approach to problem solving and policy development for issues facing hospitality managers. Students research and write an investigative report on a current industry problem.

2. COURSE OBJECTIVES

Upon completion of HMG T 3502, the student will be able to

- a. Apply critical thinking to identify and research a current issue in the hospitality industry
- b. Analyze and synthesize a body of scholarly and popular literature to develop an annotated bibliography
- c. Write a problem statement, thesis paragraph and outline
- d. Write a 2000-2500 word (8-10 pages) research paper on a current issue in hospitality and tourism including recommendations to solve it, using APA guidelines
- e. Synthesize and present research findings in an oral presentation

3. STUDENT LEARNING OUTCOMES AND ASSESSMENT

Student Learning Outcomes	Method of Assessment
a. Use a step-by-step (scaffolding*) process to research a current issue facing the hospitality industry (HMG T: Knowledge; Gen Ed: Skills)	Problem statement/thesis/outline and written draft assignments
b. Analyze data, articles and studies and assess current issues in the hospitality industry (HMG T: Knowledge; Gen Ed: Skills)	Problem statement/thesis/outline and class participation
c. Apply critical thinking skills by evaluating the quality of information sources (HMG T: Knowledge/Skills; Gen Ed skill)	Annotated bibliography
d. Conceptualize, draft and rewrite a research paper based on logical argument in to APA format (HMG T: Knowledge/Skills; Gen Ed: Skill)	Abstract, drafts and final research report
e. Synthesize and present research findings (HMG T: Knowledge, skills; Gen Ed skill)	Oral presentation

#### 4. Required text

Silverman, J., Hughes, & E. Wienbrower, D. R. (2013). *Rules of thumb (9<sup>th</sup> ed.)*. New York, NY: McGraw-Hill.

#### Required Reading and Viewing

Students are required to read the *New York Times*' Dining and Travel sections and view related videos. Students are also required to view videos and podcasts from the Travel Channel, Culinary Institute of America and from other industry-related organizations. A detailed list will be provided.

#### Reference Texts

American Psychological Association. (2009) *Publication Manual of the American Psychological Association (6<sup>th</sup> ed.)*. Washington, DC: American Psychological Association.

Booth, W., Colomb, G., Williams, J. *The Craft of Research* (third edition) edition) University of Chicago Press, 2008

Leedy, P. D., & Ormrod, J. E. (2013). *Practical research: Planning and design*. 10th Ed. Upper Saddle River, NJ: Prentice-Hall.

#### 5. Prerequisites

HMG 2302, HMG 2303, HMG 2304, HMG 2305 or AAS degree

#### Technology Prerequisites

1. Registration on the CUNY Portal, <http://www.cuny.edu>
2. A current City Tech email address in Blackboard
3. Access to and ability to use current versions of Internet browsers, Chrome, Explorer, Firefox, and Safari
4. Access to a computer with a high-speed Internet connection

#### 6. Grading System/

Thesis statement and Outline	15 points
Draft 1 (5 pts)	
Draft 2 (10 pts)	
Abstract	5 points
Research notes	5 points
Presentation	10 points
Final research paper	40 points
Draft 1 (10 pts)	
Draft 2 (10 pts)	
Draft 3 (20 pts)	
Annotated bibliography	15 points
Draft 1 (5 points)	
Final draft (10 points)	
Online Participation	5 points
Class Participation	5 points
"	<b>100%</b>

### **Grading Rubrics**

Grading rubrics will be used for performance assessment on writing, the outline, the annotated bibliography, oral presentations and online participation. See rubrics on Blackboard.

### **Course Introduction/Self Directed Learning**

This course is designed to have relevance throughout your professional career by building skills that will help you to collect, evaluate and interpret information by thinking critically. You are taking this course as a B-Tech student to allow you to build on your prior knowledge of the hospitality and tourism industries and to integrate this knowledge into your choice of a research topic. Your research topic should be based on your area of concentration in the Department. It should focus on an area of the industry in which you see a problem or issue that you would like to investigate and build expertise and which can support your career goals. In order to achieve these objectives, you must increase your effort to be self-motivated and self-directed learners. This effort will begin with you realizing that the course requires you to read and understand the syllabus and assess the requirements of each assignment and of the entire course. In order to make the writing process more manageable, course material is scaffolded, with each piece building to the final paper. You must manage your time and meet submission deadlines. You will build on the knowledge and skills you already have to successfully complete the course.

### **Investigative Report of a Problem or Issue in Hospitality and Tourism**

1. Review information about problems and issues in hospitality and tourism that you are interested in or curious about
2. Explain your motivation for the research
3. Formulate questions about the causes and impacts of the problem/issue on the hospitality and tourism industries
4. Based on your inquiries, formulate a research topic of focus and write a problem statement
5. Write a thesis reflecting your point of view about the problem/issue based on evidence that can support it
6. Conduct a literature review of scholarly and popular sources on your research topic
7. Describe the methods (qualitative/quantitative) used to find the data needed to support your argument about the problem/issue
8. Write an outline reflecting the key questions that the research will answer and that reflects the organization of the paper
9. In an 8-10 page paper (not including abstract and annotated bibliography), discuss the problem/issue and recommendations to solve it. The audience must be able to clearly identify that the writer has taken a position and make a strong case based on the evaluation of key sources.
10. Based on the evidence you have found in your research, provide recommendations to solve the problem/issue or sustain a trend
11. Present your research findings in an oral presentation

Details and samples of the above will be provided by the instructor. The writing process in this course is scaffolded, with each assignment building on the other and at least two drafts of the research paper.

### **Attendance Policy**

The department policy for attendance follows the rules printed in the college catalog (p. 30): “A student may be absent without penalty for up to 10% of the number of scheduled class meetings during the semester.

## 4 Research Seminar

\*Lecture classes meeting 1 time/week for 15 weeks: 2 allowable absences

Lecture classes meeting 1 time/week for 5 or 7 weeks: 1 allowable absence

Laboratory classes meeting 1 time/week for 15 weeks: 1½ allowable absence

Every lateness (up to 10 minutes after the scheduled start time) equals ½ absence. As stated in the college catalog, "If a student's class absences exceed the limit established for a given course or component, the instructor will alert the student that a grade of 'WU' may be assigned."

### **Online Attendance**

Attendance in online classes will be based on participation in the online exercises and/or discussions within the allotted timeframe. Lack of participation (or minimal participation) in any given online session will be marked as an absence and will impact a student's overall attendance and online participation mark; incomplete participation will be marked as a lateness.

### **Online Behavior**

Each student has the right to study and learn in a comfortable environment without fear, without humiliation, without intimidation, without offensive or suggestive language, and without the destruction of self-esteem.

### **Online Classes**

Four of our 15 classes meet online and the class time of 2 ½ hours will be used to complete specific activities and assignments. In addition, Discussion Board will be used to reflect on the research process and post comment on articles, videos or other materials. The online class meeting is asynchronous, meaning that students will complete the assignments on their own schedule, with a specific deadline given by the instructor. Please note that Blackboard tracks the number of visits and time information is posted.

### **Online Assessment**

A grading rubric for online discussions will include the following criteria:

Student Completed all exercises in a timely manner.

Student contributed to the discussion and responded to other students comments.

Response to discussion shows critical thinking and the response is appropriate.

Student's discussion/exercises use proper grammar, appropriate register and are an appropriate length.

See Blackboard for all rubrics.

WEEKLY COURSE OUTLINEHMG 3502 RESEARCH SEMINAR

<b>Week</b>	<b>Date</b>	<b>Lesson Topic and assignments</b>	<b>Learning Outcomes Students will be able to:</b>
Week 1	Date	<p>Introduction to the course  Review of syllabus  What is Research?  Qualitative and quantitative research  Group brainstorming of problems and issues in hospitality and tourism</p> <p>Effective note taking:  <a href="https://www.youtube.com/watch?v=UAhRf3U50IM">https://www.youtube.com/watch?v=UAhRf3U50IM</a></p> <p>HW: Read and critique a sample student paper</p>	<p>Understand the requirements of the course</p> <p>Define research</p> <p>Explain the components of research paper</p> <p>Discuss their interests in hospitality and tourism</p> <p>Identify key trends and issues in hospitality and tourism</p>
Week 2	Date	<p>Conducting research  Selecting a topic  Topic vs. subject  Narrative vs informative/expository writing  Using the library and the Internet  Ursula Schwerin Library Research Guides:  <a href="https://library.citytech.cuny.edu/research/subjectGuides/wiki/index.php/Main_Page">https://library.citytech.cuny.edu/research/subjectGuides/wiki/index.php/Main_Page</a></p> <p>Audience and scope of the research  The research problem and thesis  Constructing a thesis:  <a href="https://www.youtube.com/watch?v=Bc-JTlxW-B4">https://www.youtube.com/watch?v=Bc-JTlxW-B4</a></p> <p><b>RT</b> – p. 63-66; 69-71; 116-120  HW: Discuss the uses of research in their future jobs</p>	<p>Identify sources of information in addition to the library  Understand the scope of the research paper</p> <p>Distinguish between the research subject and the research topic</p> <p>Understand the difference between narrative and informational/expository writing</p> <p>Define the research problem and thesis</p>
Week 3	Date	<p>Research Tools  Finding and evaluating sources  Primary and secondary sources  Scholarly vs popular sources  Keywords  Primary and secondary sources:  <a href="http://www.princeton.edu/~refdesk/primary2.html">http://www.princeton.edu/~refdesk/primary2.html</a></p>	<p>Set parameters of the research topic</p> <p>Distinguish between primary sources and secondary</p>

		<p>Google: Scholar:  <a href="http://www.youtube.com/watch?v=xsSZps3NH-M">http://www.youtube.com/watch?v=xsSZps3NH-M</a>  <b>RT</b> – p. 120-129</p> <p>HW: Critique of a scholarly research paper</p>	Evaluate the credibility of sources
Week 4	Date	<p>Library visit</p> <p>The writing process</p> <p>The problem statement and thesis</p> <p>The literature review</p> <p>The annotated bibliography</p> <p>The organization of the paper</p> <p>Writing an outline</p> <p>Sample paper in APA format:  <a href="https://owl.english.purdue.edu/media/pdf/20090212013008_560.pdf">https://owl.english.purdue.edu/media/pdf/20090212013008_560.pdf</a>  <b>RT</b> p. 69-74; 75-77; 157-161</p>	<p>Draft a declarative or interrogative problem statement or interrogative</p> <p>Draft a thesis</p> <p>Understand the purpose of a literature review</p> <p>Identify bias in sources</p> <p>Understand the components of and purpose of an annotated bibliography</p> <p>Draft an outline</p>
Week 5	Date	<p>The writing process <b>continued</b></p> <p>Documenting sources in APA format</p> <p>The reference list</p> <p>Owl: Reference List: Basic Rules:  <a href="https://owl.english.purdue.edu/owl/resource/560/05/">https://owl.english.purdue.edu/owl/resource/560/05/</a></p> <p>Plagiarism and ways to avoid it</p> <p>Excelsior College Ways to Avoid Plagiarism:  <a href="http://owl.excelsior.edu/posts/view/413">http://owl.excelsior.edu/posts/view/413</a></p> <p>Responsible research:</p> <p>In-text citations in APA format continued</p> <p>Easybib:  <a href="http://www.easybib.com/reference/guide/apa/website">http://www.easybib.com/reference/guide/apa/website</a></p> <p><b>RT</b> 63-64; 75-76; 136-138; 154-161</p> <p>Bethel U APA citation  <a href="https://www.youtube.com/watch?v=ROKJA6xmhE8">https://www.youtube.com/watch?v=ROKJA6xmhE8</a></p> <p><b>Thesis of the research paper is due</b></p>	<p>Efficiently use the electronic media for sources</p> <p>Format a source using APA guidelines</p> <p>Annotate a bibliography</p> <p>Understand the meaning of plagiarism</p> <p>Identify plagiarized material</p>

Week 6 <b>ONLINE</b>		<p>Documenting sources <b>continued</b></p> <p>Ways to avoid plagiarism</p> <p>In-text citations in APA format</p> <p>Paraphrases, summaries, quotations  <a href="https://owl.english.purdue.edu/owl/resource/563/01/">https://owl.english.purdue.edu/owl/resource/563/01/</a></p> <p><b>RT</b> –p. 154-161; 137-38; 119, 132-133  <b>The outline of the paper is due</b></p>	<p>Apply APA guidelines for in-text citations</p> <p>Format references in APA style</p> <p>Draft an annotated bibliography</p> <p>Write “legal” paraphrase and summaries</p>
Week 7		<p>In-text citations in APA format <b>continued</b></p> <p>The first draft</p> <p>Writing the introduction</p> <p>Bethune Writing Center:  <a href="http://www.slideshare.net/izhamaqil/how-to-write-an-introduction-23732305">http://www.slideshare.net/izhamaqil/how-to-write-an-introduction-23732305</a></p> <p><b>RT</b> 70; 78-79</p>	<p>Understand methods of collecting information, surveying and sampling</p>
Week 8 <b>ONLINE</b>	Date	<p>The writing process</p> <p>Developing the body of the paper</p> <p>The conclusion</p> <p><b>RT</b> 83-89  <b>The first draft of the annotated bibliography is due</b></p>	<p>Organize the structure of the paper</p> <p>Write the introduction</p> <p>Develop the body of the paper</p>
Week 9	Date	<p>Building your argument</p> <p>Supporting evidence</p> <p>Using statistics</p> <p><b>RT</b> – p. 72-76  <b>Draft one of the paper is due</b></p>	<p>Interpret data</p> <p>Build a persuasive argument to support the thesis</p> <p>Propose recommendations to solve the problem or issue</p>
Week 10	Date	<p>Strengthening the second draft</p> <p>Finding the roadblocks</p> <p>Grammar and punctuation</p> <p>Using quotations</p> <p>Grammar girl tips for better writing:  <a href="http://ragantraining.com/video/grammar-girl%E2%80%99s-quick-and-dirty-tips-better-writing">http://ragantraining.com/video/grammar-girl%E2%80%99s-quick-and-dirty-tips-better-writing</a></p>	<p>Identify their writing styles</p> <p>Develop techniques to ensure their “voices” are heard in the paper</p> <p>Quote material meaningfully</p>

		<p>“Ah, Those Transitions”:  <a href="http://alexisafruia.weebly.com/uploads/3/7/6/6/37669657/transitionwordsplusquiznov17-21.pdf">http://alexisafruia.weebly.com/uploads/3/7/6/6/37669657/transitionwordsplusquiznov17-21.pdf</a></p> <p>RT – p.89-92, 132-135; 176-180; 85-89</p>	<p>Identify grammatically incorrect sentences</p> <p>Identify the active and passive voices</p> <p>Use transitional words</p>
Week 11 <b>ONLINE</b>	Date	<p>Sentence Construction</p> <p>The conclusion Biased language:</p> <p><a href="https://www.youtube.com/watch?v=mECq9A1XJ8A">https://www.youtube.com/watch?v=mECq9A1XJ8A</a></p> <p>APA format review</p> <p>RT – p. 28-43; 21-39  <b>Draft 2 of the paper is due</b></p>	<p>Write the conclusion of the paper</p> <p>Write the abstract of the paper</p> <p>Identify bias and sexist language</p> <p>Revise and edit their drafts</p> <p>Give feedback to peers</p>
Week 12	Date	<p>Editing the paper Troubleshooting Oral presentation skills</p> <p><a href="https://www.youtube.com/watch?v=S5e1susCPAE">https://www.youtube.com/watch?v=S5e1susCPAE</a></p> <p>RT – p. 89  <b>The annotated bibliography is due</b></p>	<p>Review techniques to strengthening the paper</p> <p>Finalize the abstract and keywords</p> <p>Discuss oral presentation styles</p> <p>Give feedback to peers</p>
Week 13 <b>ONLINE</b>	Date	<p>Draft review and feedback Troubleshooting the paper Editing</p> <p><b>The abstract is due t</b></p>	<p>Get one-on-one review and feedback</p> <p>Troubleshoot the paper Identify presentation skills</p>
Week 14	Date	<p><b>The final paper is due</b></p> <p>Oral Presentations Feedback from instructor and students</p>	<p>Complete the report and present research finding in an oral presentation</p>
Week 15	Date	<p>Oral Presentations Feedback from instructor and students</p>	<p>Submit report and present research finding in an oral presentation</p> <p>Review the course Instructor and student feedback.</p>