Perspectives in Hospitality Management
HMGT 1101
Fall 2021

Instructor	Prof. Goodlad	**Class Number**	16944 LC02
E-mail	kgoodlad@citytech.cuny.edu	**Day**	Tuesday
Zoom ID	https://zoom.us/my/hmgtgoodlad	**Location**	Virtual via Blackboard Collaborate
Office	Virtual	**Time**	8:30am-11:00am
Office Hours:	Tuesday 120:00pm-2:00pm	**Class Hours**	3
	Wednesday 10:00pm-12:00pm	**Lab Hours**	0
		Credits	3

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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

Prerequisite: Eligibility for ENG 1101 or ENG 1101CO or ENG 1101ML; Pre- or corequisite: MAT 1190 or MAT 1190CO or higher

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, Our Stories 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, 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, Weekly homework

Recorded Sessions

Students who participate in this class with their camera on or use a profile image are agreeing to have their video or image recorded solely for the purpose of creating a record for students enrolled in the class to refer to, including those enrolled students who are unable to attend live. If you are unwilling to consent to have your profile or video image recorded, be sure to keep your camera off and do not use a profile image. Likewise, students who un-mute during class and participate orally are agreeing to have their voices recorded. If you are not willing to consent to have your voice recorded during class, you will need to keep your mute button activated and communicate exclusively using the "chat" feature, which allows students to type questions and comments live.

Grading Procedures

Electronic Profile	5%
Our Stories	5%
Concierge Assignment	20%
Industry Research Assignment	25%
Shared Reading	15%
Weekly Homework	15%
Class Participation	<u>15%</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.

"Our Stories"   *5%*
Students are invited to participate in a project designed to support First Year Learning
Communities students as they become more familiar with learning at City Tech.

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 the scope of the hospitality and tourism industry in writing and through
an oral presentation.

Industry Research Assignment(Information Literacy Rubric)   *25%*
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.

Shared Reading   *15%*
Weekly reading assignments will support a weekly discussion of trends in the hospitality
industry.

Weekly Homework   *15%*
Articulate, through written responses, the main objectives of the assigned homework on a weekly
basis.

Class Participation   *15%*
Articulation of the student's developing knowledge of the hospitality industry in a manner in
which all students can benefit and contribute to an engaging learning environment.

Rubric, Industry Research Assignment

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 ence, but with many errors or 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.

Rubric, Concierge Marketing Assignment

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 3	Milestones 2	Benchmark 1
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 deducted, but is not explicitly stated in the presentation.

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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. (2020). *Introduction to hospitality.* 8th Edition. Hoboken, NJ: Pearson.

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/

Bibliography

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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

Class 1, Tuesday, August 31
- **Discussion Topic**: Introduction to Hospitality Management
- **Chapter Reading:** None Due
- **Other Reading**: None Due
- **Homework Due**: Complete Technology Survey
- **Assignment Due:** Technology Survey

Class 2, Tuesday, September 14
- **Discussion Topic**: The History of Hospitality and an introduction to the OpenLab
- **Chapter Reading:** Chapter 1 pages 2-24
- **Other Reading**: NY Times Travel Section, see weekly class agenda
- **Homework Due**: See Weekly Homework for assignment
- **Assignment Due:** Electronic Profile

Class 3, Tuesday, September 21
- **Discussion Topic**: The Hospitality Industry and Library Resources
- **Chapter Reading:** Chapter 1 pages 2-24
- **Other Reading**: [NY Times Travel Section](#), see weekly class agenda
- **Homework Due**: See Weekly Homework for assignment
- **Assignment Due:** Only Weekly Homework is Due

Class 4, Tuesday, September 28
- **Discussion Topic**: The Hotel Business, Concierge Assignment Discussed
- **Chapter Reading:** Chapter 2
- **Other Reading**: [NY Times Travel Section](#), see weekly [class agenda](#)
- **Homework Due**: See Weekly Homework for assignment
- **Assignment Due:** Only Weekly Homework is Due

Class 5, Tuesday, October 5
- **Discussion Topic**: Hotel Rooms Division and Food and Beverage
- **Chapter Reading:** Chapter 3 and Chapter 4
- **Other Reading**: [NY Times Travel Section](#), see weekly class agenda
- **Homework Due**: See Weekly Homework for assignment
- **Assignment Due:** Idea Development, Concierge Assignment

Class 6, Tuesday, October 12
- **Discussion Topic**: The Travel and Tourism Industry
- **Chapter Reading:** Chapter 9
- **Other Reading**: [NY Times Travel Section](#), see weekly class agenda
- **Homework Due**: See Weekly Homework for assignment
- **Assignment Due:** Draft of Concierge Assignment

Class 7, Tuesday, October 19
- **Discussion Topic**: Travel and Tourism in New York City
- **Chapter Reading:** Chapter 9
- **Other Reading**: NY Times Travel Section, see weekly class agenda
- **Homework Due**: See Weekly Homework for assignment
- **Assignment Due:** Final Concierge Assignment

Class 8, Tuesday, October 26
- **Discussion Topic**: Concierge Presentations
- **Chapter Reading:** None
- **Other Reading**: NY Times Travel Section, see weekly class agenda
- **Homework Due**: See Weekly Homework for assignment
- **Assignment Due:** Only Weekly Homework is Due

Class 9, Tuesday, November 2
- **Discussion Topic**: Concierge Presentations Discussion of the Industry Research Assignment
- **Chapter Reading:** None
- **Other Reading**: NY Times Travel Section, see weekly class agenda
- **Homework Due**: See Weekly Homework for assignment
- **Assignment Due:** Only Weekly Homework is Due

Class 10, Tuesday, November 9
- **Discussion Topic**: Restaurant Operations and Beverages
- **Chapter Reading:** Chapter 5 and Chapter 7
- **Other Reading**: NY Times Travel Section, see weekly class agenda
- **Homework Due**: See Weekly Homework for assignment
- **Assignment Due:** Initial thoughts on the Industry Research Assignment

Class 11, Tuesday, November 16
- **Discussion Topic**: The Restaurant Business and Managed Services
- **Chapter Reading:** Chapter 6 and Chapter 8
- **Other Reading**: NY Times Travel Section, see weekly class agenda
- **Homework Due**: See Weekly Homework for assignment
- **Assignment Due:** Only Weekly Homework is Due

Class 12, Tuesday, November 23
- **Discussion Topic**: Attractions, Recreation and Clubs
- **Chapter Reading:** Chapter 10
- **Homework Due**: See Weekly Homework for assignment
- **Assignment Due:** Draft Industry Research Assignment

Class 13, Tuesday, November 30
- **Discussion Topic**: Meetings, Conventions, Expositions, and Special Events and Review of Industry Research Assignment
- **Chapter Reading:** Chapter 12 and Chapter 13
- **Other Reading**: NY Times Travel Section, see weekly class agenda
- **Homework Due**: See Weekly Homework for assignment
- **Assignment Due:** Only Weekly Homework is Due

Class 14, Tuesday, December 7
- **Discussion Topic**: Student Directed
- **Chapter Reading:** To be provided
- **Other Reading**: [NY Times Travel Section](), see weekly class agenda
- **Homework Due**: See Weekly Homework for assignment
- **Assignment Due:** Industry Research, Final

Class 15, Tuesday, December 14
- **Discussion Topic**: Human Resources and Leadership Development
- **Chapter Reading:** Chapter 14
- **Homework Due**: See Weekly Homework for assignment
- **Assignment Due:** Only Weekly Homework is Due

*Late assignments will not accepted

Diversity and Inclusive Education
This course welcomes students from all backgrounds, experiences and perspectives. In accordance with the City Tech and CUNY missions, this course intends to provide an atmosphere of inclusion, respect, and the mutual appreciation of differences so that together we can create an environment in which all students can flourish. It is the instructor's goal to provide materials and activities that are welcoming and accommodating of diversity in all of its forms, including race, gender identity and presentation, ethnicity, national origin, religion, cultural identity, socioeconomic background, sexuality and sexual orientation, ability, neurodivergence, age, and etc. Your instructor is committed to equity and actively seeks ways to challenge institutional racism, sexism, ableism and other forms of prejudice. Your input is encouraged and appreciated. If a dynamic that you observe or experience in the course concerns you, you may respectfully inform your instructor without fear of how your concerns will affect your grade. Let your instructor know how to improve the effectiveness of the course for you personally, or for other students or student groups. We acknowledge that NYCCT is located on the traditional homelands of the Canarsie and Lenape peoples. https://openlab.citytech.cuny.edu/dice/

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.