Course Syllabus - HFT 4503
Marketing Essentials for Hospitality Management

January 5 – April 30, 2016

Course Credit Hours: 3
Meets: Monday 5:30 PM – 8:15 PM*

Meeting Place: Building 8 (Library) Room 836
Instructor Name: Marcia Dove, MBA, CHIA

Contact Information: Email: mdove@uwf.edu Phone: Office: 850-863-6572 Cell: 850-830-1950

Office Hours: Monday 1:30 PM - 2:30 00 PM  Wednesday 4:30 PM - 5:30 PM
Online Hours: Monday - Thursday 9 AM - 10 AM

Prerequisites: HFT 2000, HFT 3414 and HFT 3814C

*Blended Learning course information:

This course is structured as a Blended Learning course. What that means is you will receive your instruction from me both in the classroom and online. Blended Learning is student centered learning which allows students to take a little more control over their own learning; affording the instructor an opportunity to make better use of classroom allotted time through field trips, guest lecturers and community based projects. Thus said, there will be times that this class will not meet in the classroom and it will be important for students to check the Course Schedule and Assignments AT THE BEGINNING OF EVERY WEEK. I would like to dispel the fallacy that “Blended Learning courses are easier and students can complete assignments when they want to.” This is simply not true. Students need to be disciplined in order to meet due dates and not fall behind. The amount of work required for blended and face to face (F2F) courses is the same. The advantages of taking blended learning courses are: they cut down F2F time and afford students the flexibility of completing weekly assignments and taking quizzes during the week when the time is right for them. Blended Learning also affords students opportunities to network and demonstrate their abilities through hands on assignments and connections made with industry professionals.


**Texts / Materials**

**Required texts:**


This textbook was chosen because it represents up to date material on the subject matter. The textbook authors, Zeithaml, Bitner and Gremler tell us that, “Services marketing is different from goods marketing in significant ways and that it requires strategies and tactics that traditional marketing texts do not fully reflect.” The reading assignments and assessments I have chosen using this textbook; chapter review questions, quizzes, and discussions, are all tied to specific measurable outcomes identified in the textbook. The group project is designed to afford the students an opportunity to apply the textbook theory.

**Required Materials:**

- Internet Access (broadband is recommended)
- Activated UWF ArgoNet E-mail Account

**Course Description**

Examine significant issues facing hospitality and tourism service providers and the successful implementation of a customer focus in service-based businesses. Course includes an overview of services marketing; understanding the customer; standardizing and aligning the delivery of services; the people who deliver and perform services; managing demand and capacity; and promotion and pricing strategies in hospitality and tourism marketing. (CCR 2015)

**Course Goals**

The purpose of this course is to educate students about the vital role that services play in the economy and its future. The advanced economics of the world are now dominated by services. Services present special challenges that must be identified and addressed. Virtually all companies view service as critical to retaining their customers; developing strong customer relationships through quality service and implementing service strategies to gain competitive advantage across industries. Managers are often called upon to use critical thinking to resolve issues and must be able to communicate and collaborate effectively with others in order to perform their duties. Students taking this course will be exposed to the kinds of decisions that managers are often called upon to make in this area of hospitality.
Program Goals

The Hospitality, Recreation, and Resort Management (HRRM) program incorporates classroom instruction, field experiences, internships and service learning through community involvement, to provide students with the core competencies necessary to be successful in a broad array of service venues: convention and visitors bureaus, resorts, commercial recreation, restaurants, tourism services, spas, community recreation centers, hotels, amusement parks, private clubs, and more.

The 2015 program curriculum map goals for this course:

- Identify and apply concepts and principles in the major hospitality operational area. (Content)
- Exhibit experience in a major functional area of hospitality management. (Content)
- Use hospitality terminology accurately. (Content)
- Identify comprehensive factors relevant to defining complex problems (Critical Thinking)
- Design and conduct research using appropriate methods. (Critical Thinking)
- Propose effective/creative solutions in solving hospitality problems. (Critical Thinking)
- Exhibit effective interpersonal communication skills (Communication)
- Create and deliver professional oral presentations (Communication)
- Collaborate effectively with diverse individuals in project completion. (Project Management)
- Exhibit effective time management skills. (Project Management)

Link to Academic Learning Compact for Hospitality, Recreation and Resort Management.

Topics

- Introduction to Services
- Conceptual Framework of the Book: The Gaps Model of Service Quality
- Customer Expectations of Service
- Customer Perceptions of Service
- Listening to Customers through Research
- Building Customer Relationships
- Service Recovery
- Service Innovation and Design
- Customer-Defined Service Standards
- Physical Evidence and the Servicescape
- Employees" Roles in Service Delivery
- Customers" Roles in Service Delivery
- Managing Demand and Capacity
- Integrated Service Marketing Communications
- Pricing of Services
- The Financial and Economic Impact of Service
Student Learning Outcomes (SLOs) (CCR 2015)

1. Trace and explain the growth and development of the modern guest service/services marketing industry.
2. Name Key historical figures/organizations responsible for developing guest service professionalism.
3. Explain the principles of quality service development and management.
5. Synthesize the role of Consumer Behavior concepts to delivering outstanding customer (guest) service.
6. Appreciate the additional P’s of Services Marketing & Management and be able to use them in evaluating service delivery.
7. Recognize strategically aligned service organizations in the hospitality industry.
8. Analyze internal and external environments, as well as the present and future global environments in which hospitality/service oriented operations must function.
9. Identify and develop an understanding of services marketing management concepts and theories.
10. Explore, discuss, and apply concepts and techniques of: services marketing, organizational behavior, leadership, and consumer behavior in establishing and maintaining a service culture to hospitality business problems while operating within a legal framework.
11. Formulate plans, develop guidelines, provide guest service/services marketing analysis, and execute a strategically aligned consulting project with a community partner which includes all necessary components for success.

Report Writing Instructions:

Please include the following information on all your written reports:

Course name: Report Date: Name of student (or of each group member):

Topic: Subject/project title:

Your report should be double spaced with one inch margins using a 12 pt. readable font and include a cover page.

Grading / Evaluation

Letter grades will be assigned as follows:

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<thead>
<tr>
<th>Percentage</th>
<th>Points</th>
<th>Grade</th>
<th>Percentage</th>
<th>Points</th>
<th>Grade</th>
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<tbody>
<tr>
<td>93% or better</td>
<td>930 - 1000 Points</td>
<td>A</td>
<td>77% to 79%</td>
<td>770 - 799 Points</td>
<td>C +</td>
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<tr>
<td>90% to 92%</td>
<td>900 - 929 Points</td>
<td>A -</td>
<td>73% to 76%</td>
<td>730 - 769 Points</td>
<td>C</td>
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<tr>
<td>87% to 89%</td>
<td>870 - 899 Points</td>
<td>B +</td>
<td>70% to 72%</td>
<td>700 - 729 Points</td>
<td>C -</td>
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<tr>
<td>83% to 86%</td>
<td>830 - 869 Points</td>
<td>B</td>
<td>60% to 69%</td>
<td>600 - 699 Points</td>
<td>D</td>
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<tr>
<td>80% to 82%</td>
<td>800 - 829 Points</td>
<td>B -</td>
<td>50% or less</td>
<td>500 - 599 Points</td>
<td>F</td>
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Assessment Scores - weighted based on 100%

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<thead>
<tr>
<th>Assessment</th>
<th>Points</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Syllabus Quiz</td>
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<td>3%</td>
</tr>
<tr>
<td>Quizzes</td>
<td>160</td>
<td>16%</td>
</tr>
<tr>
<td>Academic Integrity Quiz</td>
<td>50</td>
<td>5%</td>
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<tr>
<td>Case Study - Discussions</td>
<td>150</td>
<td>15%</td>
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<tr>
<td>Review Questions</td>
<td>160</td>
<td>16%</td>
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<tr>
<td>Group Project (s)</td>
<td>300</td>
<td>30%</td>
</tr>
<tr>
<td>Reflections Paper</td>
<td>150</td>
<td>15%</td>
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<tr>
<td><strong>Total</strong></td>
<td><strong>1000</strong></td>
<td><strong>100%</strong></td>
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**Assessment**

**Syllabus and course information Quiz 3%**

The quiz questions are taken from the Course Schedule, Syllabus and the links under the "Important Course Information" section of the course. The quiz is comprised of ten T/F and Multiple Choice questions worth 3 points each for a total of 30 points. Students will have unlimited attempts with the highest score entered in the grade book.

**Academic Integrity Quiz 5% - Unlimited attempts; must receive a score of 100%.

**Quizzes 16%**

There are sixteen quizzes worth ten points each for a total of 160 points. Quizzes are comprised of multiple choice questions based on reading assignments from the text book. Quiz questions are tied to competencies that are identified in the course. These quizzes are designed to help students gauge their knowledge of the material. Students will be allowed two attempts for each quiz with the highest score being used in the gradebook. Please check the [Schedule and Assignments](#) for dates and particulars.

**Case Studies 15%**

Group Case Studies are worth 150 points. The case studies are designed to help students apply textbook theory and thus achieve student learning outcomes. Case studies will be assigned to groups at the beginning of the semester. Students will present their case study findings to their classmates. Case studies will be evaluated using a grading rubric. Information about the case studies will be included in each weekly module under the Introduction Tab.
Chapter Review Questions 16%

Review questions are a graded component based on completion (done or not done). Please note, I do read your answers and will provide you with feedback when necessary. Review questions are worth 10 points per chapter. Sixteen chapters worth 10 points per chapter for a total of 160 points. The review questions are designed to help students discern what is important in each chapter and to achieve the student leaning outcomes for each module. The amount of effort you put into answering these questions, you will find, is helpful in assimilating the material and taking the quizzes. Review questions are to be dropped in the designated chapter drop box located in the drop box section under Assessments. Please see the Schedule and Assignments, located under Important Information, for details and dates.

Group Project 30%

The project(s) will be based on student’s ability to apply the knowledge and skills they obtain throughout the course thus demonstrating their command of the Course and Module student learning outcomes. The project(s) will be community based endeavors to be determined during the first few weeks of the course. The project(s) will be broken down into three components in order for students to receive feedback from me along the way: (1) Outline (2) Draft and (3) Final project. The project(s) will be graded based on the final submission only. Grading rubrics will be developed and used for project(s). Project (s) will satisfy the curriculum map program goals (competencies) listed in the syllabus. Information about the Group Project (s) will be included in each weekly module under the Project Tab.

Reflection Paper 15%

Students will write a three page reflection paper about the group's community project(s) following the report writing guidelines outlined in the syllabus. A grading rubric will be developed listing the aspects of the project (s) that should be included in the report.

Attendance and Grading Policy

Your attendance does matter. This is a Blended Learning, upper level course, please keep in mind that it takes discipline to keep up with weekly readings and other assignments. I know that in the real world things happen and occasionally it becomes impossible to turn assignments in on time. I will accept late chapter review assignments but will deduct 10% from the grade. If you find you have missed a quiz or know ahead of time there is going to be a problem, please email me. I will allow entrance into a quiz for up to three days after the scheduled quiz date with a 10% penalty. Group projects are being evaluated, in part, on how well you are able to work in a group; meeting deadlines is part of that challenge. For that reason, late assignments for project outlines, drafts and final projects will not be accepted.

- Ten % penalty for late review question assignments
- Quizzes can be taken up to 3 days after quiz end date with a 10% penalty
- Late projects not accepted
Attendance Information for Students Who Receive Financial Aid:

If you miss class or do not complete the attendance record or task, you are absent. Only those absences that are defined in the University class attendance policy will be considered excused absences (http://catalog.uwf.edu/undergraduate/academicpolicies/general/).

To receive financial aid on the normal distribution timeline, attendance must be confirmed within seven calendar days of the course start date. A student may review confirmed attendance status by using the "My Classes" app in MyUWF. A student who stops attending class for any reason will not automatically be withdrawn and will still be responsible for any missed work. A student who stops attending class may be awarded a grade of NF. This grade may affect financial aid eligibility or require repayment of funds awarded.

Minimum Technical Skills and Special Technology Utilized by Students

This course is a Blended Learning course where part of the instructional content and interaction takes place over the WWW. In addition to baseline word processing skills and sending/receiving email with attachments, students will be expected to search the internet and upload / download files. In addition, students may need one or more of the following plug-ins:

- Real Player: http://www.real.com/realplayer/search
- Adobe Flash Player: http://get.adobe.com/flashplayer/
- eLearning's Accessibility Resource Guides for users: http://www.desire2learn.com/access/resources/

Expectations for Academic Conduct / Plagiarism Policy

The Student Code of Conduct (PDF) sets forth the rules, regulations, and expected behavior of students enrolled at the University of West Florida. Violations of any rules, regulations, or behavioral expectations may result in a charge of violating the Student Code of Conduct. It is the student's responsibility to read the Student Code of Conduct and comply with these expectations. The Academic Misconduct Policy (2009) defines various forms of academic misconduct and describes the procedures an instructor should follow when he or she suspects that a student has violated the Academic Misconduct Policy. | UWF Plagiarism Policy

Academic Conduct Policy: (Web Site) | (PDF Format) | UWF Library Online Tutorial: Plagiarism |
Assistance for Students with Disabilities

The University of West Florida supports an inclusive learning environment for all students. If there are aspects of the instruction or design of this course that hinder your full participation, such as time-limited exams, inaccessible web content, or the use of non-captioned videos and podcasts, reasonable accommodations can be arranged. Prior to receiving accommodations, you must register with the SDRC by filling out an Enrollment Application. Appropriate academic accommodations will be determined based on the documented needs of the individual. For information regarding the registration process, e-mail sdrc@uwf.edu or call (850) 474-2387.

Accessibility Resources

- Follow this link for information on accessibility features in UWF’s Learning Management System (LMS), Desire2Learn.
- Microsoft Office accessibility statement can be found at this link: http://www.microsoft.com/enable/products/office2013/.
- Adobe accessibility statement can be found at this link: http://www.adobe.com/accessibility.html.
- Firefox accessibility statement can be found at this link: http://download.cnet.com/Firefox-Accessibility-Extension/3000-11745_4-10747246.html.
- Google accessibility statement can be found at this link: https://www.google.com/accessibility/.
- Windows accessibility statement can be found at this link: http://www.microsoft.com/enable/products/windows7/.
- Apple accessibility statement can be found at this link: https://www.apple.com/accessibility/.
- YouTube's Accessibility information (specifically states how videos can be used with assistive technologies): https://support.google.com/youtube/answer/189278?hl=en.

Assistance for Military and Veterans:

The University of West Florida (UWF) is excited to have a center dedicated to supporting our military and veteran students. With the growing number of veterans returning to school, UWF will continue to grow support through additions such as this Military & Veteran Resource Center. The goal of this center is to provide a “one-stop” location for all military and veteran students to simplify the transition process from the military to an academic environment. You may contact the MVRC at 850.474.2550 or visit http://uwf.edu/militaryveterans/.

TurnItIn

UWF maintains a university license agreement for an online text matching service called Turnitin. At my discretion, I may use the Turnitin service to evaluate the originality of student papers. I may employ other services and techniques to evaluate your work for evidence of appropriate authorship practices as needed.
Weather Emergency Information

In the case of severe weather or other emergency, the campus might be closed and classes cancelled. Official closures and delays are announced on the UWF website and broadcast on WUWF-FM.

- WUWF-FM (88.1MHz) is the official information source for the university. Any pertinent information regarding closings, cancellations, and the re-opening of campus will be broadcast.
- In the event that hurricane preparation procedures are initiated, the UWF Home Web Page and Argus will both provide current information regarding hurricane preparation procedures, the status of classes and the closing of the university.

Emergency plans for the University of West Florida related to weather or other emergencies are available on the following UWF web pages:

- Information about hurricane preparedness plans is available on the UWF web site: http://uwf.edu/offices/environmental-health-safety/weather-resources/hurricane-and-tropical-storm-preparedness/
- Information about other emergency procedures is available on the UWF web site: http://uwf.edu/offices/environmental-health-safety/emergency-plans-procedures/emergency-operations-and-procedures/