MGX2501 Introduction to Tourism

Assignment 1:

This assessment is to test your achievement of Learning Objective 1, 2 and 3 for the Unit (Topics 1-7).

Suggested word limit: 3,500 words

Marks available: 35%

Due date: Monday 1st February 2010, 9am.

Instructions to students

- Describe, define and interpret tourism through a range of perspectives and lenses
- Identify and distinguish components of the tourist experience and the holistic tourist experience
- Identify and distinguish components of the tourism system and the holistic tourism system

In the first assignment, your group needs to show achievement of the learning objectives. Please review the marking rubric to guide the preparation of the assignment.

Keeping the marking rubric in mind, please use this opportunity to be innovative and creative in your group assignment. This is based upon the work of Dr Suzy Edwards, an ALTC Award winning lecturer in Monash’s Early Childhood programme. Students are encouraged to think creatively about their responses, for example, an audio response to Topic 4 ‘Tourist typologies and segmentation’ could be a scripted conversation between a ‘sunlust’ and a ‘wanderlust’ tourist in which they discuss their experiences. A written response might be an article for an industry magazine on the differences in types of tourists. Other responses could include posters, newsletters, information handouts from tourism or government bodies, findings from surveys conducted amongst your family and friends about particular topics and/or recorded interviews with ‘experts’ in a particular area. How your group responds each week is entirely at your discretion (note you must submit the assignment electronically).

Suggested word limit is 3,500 words or equivalent. Please consider an appropriate allocation of equivalent words based on marks allocated.

This is a task for a group, assigned in the first workshop.

Please review the marking rubric for mark allocations, noting that marks will be allocated to appropriate referencing and presentation.

Assignments will be provided back with a grade only.
## MGX2501 Assignment 1 Marketing Criteria

**Student Name: ___________________________ Student ID: ___________________________**

**Marker: ___________________________**

<table>
<thead>
<tr>
<th>Facet of Inquiry</th>
<th>Level 0</th>
<th>Level 1</th>
<th>Level 2</th>
<th>Level 3</th>
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</table>
| **A. Students embark on inquiry and so determine a need for knowledge/understanding.** | Students research at an unacceptable level | The objectives being addressed were not included | The learning objectives being addressed were:  
- Implied, or  
- Replicated from the lecture/learning diary | The learning objectives being addressed were paraphrased, yet:  
- Lacked clarity  
- Missed original meaning |
| **B. Students find/generate needed information/data using appropriate methodology.** | No sources were collected | Sources were collected, but not appropriate to the learning objectives | Appropriate sources to the learning objectives were collected | A range of appropriate sources to the learning objectives were collected, including from beyond the directed readings |
| **C. Students critically evaluate information/data and the process to find/generate this information/data.** | Have not identified appropriate information | Identified appropriate information to the learning objectives, though not used in appropriate sections | Identified and used appropriate information to the learning objectives in appropriate sections | Identified and used appropriate information to the learning objectives in appropriate sections, from beyond the lecture material |
| **D. Students organise information collected/generated.** | Lack of structure | Used structure, though contents associated with wrong learning objectives  
- Or vice versa | Mostly well structured, and contents mostly associated with correct learning objectives | Well structured, and contents associated with correct learning objectives |
| **E. Students synthesise and analyse and apply new knowledge.** | Identified one or less concept as relevant to the learning objective | Identified concepts, though not the similar and contrasting ideas between concepts as relevant to the learning objective | Identified similar and contrasting ideas between concepts as relevant to the learning objective | Analysed similar and contrasting ideas between concepts as relevant to the learning objective |
| **F. Students communicate knowledge and the processes used to generate it, with an awareness of ethical, social and cultural issues.** | No titles | Titles did not reflect contents | Titles reflected contents, but are verbose or lacking clarity | Titles clearly and succinctly reflected contents |

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