

MGW3521 Tourist Communication Assignment 2:

Explain and critique tourist decision-making and experience

Learning objectives assessed:

Objective 4: To explain and critique tourist decision-making and experience

Due date:

Tuesday, 7 May 2013, 9:00 AM

Weighting:

30%

Word limit:

1,800 words

Task details:

Using tourist decision-making models and or theories, discuss how a destination may best influence potential tourists' decisions to visit and their on-site behaviour.

Submission details:

Before submitting work please complete the following checklist:

- There are no spelling mistakes in my assignment (also check word choice)
- There are no grammatical mistakes in my assignment
- All referencing in my assignment is complete and appropriate
- Using the assignment's marking rubric, I have self-assessed the assignment, and have included the assessed rubric
- I have read and completed assignment Cover Sheet, and submitted it

Finally, make sure the correct assignment is being submitted (i.e. not a draft copy), and that the assignment has been submitted.

The assignment must be submitted through MUSO (electronically) by 9.00am on the due date.

Assignments will be provided back with a grade only.

Explicitly consider your graduate attributes and your demonstration of them:

University graduate attributes	The Bachelor of Business and Commerce graduate will:	Fails to meet requirements	Meets requirements	Exceeds requirements	Marking rubric reference
Our graduates will: 1. be critical and creative scholars who: <ul style="list-style-type: none"> • produce innovative solutions to problems • apply research skills to business challenges • communicate effectively and perceptively 	1.1 Produce innovative solutions to problems	Demonstrates limited or no attempt to identify or solve problems where appropriate.	Demonstrates a sound ability to identify and solve problems where appropriate.	Demonstrates excellence in identifying and solving problems where appropriate.	A, E, F
	1.2 Apply research skills to business challenges	Demonstrates limited or no ability to analyse issue/s using appropriate theory and evidence.	Demonstrates sound ability to analyse the issue/s, with appropriate theory and evidence.	Demonstrates excellence in analysing the issue/s with appropriate theory and evidence.	B, C, E
	1.3 Communicate effectively and perceptively	Presents a poor, written response that fails to provide a clear, coherent argument or follows academic conventions.	Presents a sound, written response that provides a clear, coherent argument and follows academic conventions.	Presents an excellent, written response that provides a clear, coherent argument and follows academic conventions.	E, F
2. be responsible and effective global citizens who: <ul style="list-style-type: none"> • engage in an internationalised world • exhibit cross cultural competence • demonstrate ethical values 	2.1 Engage in an internationalised world	Does not recognise the relevant, international context under consideration.	Makes sound reference to the relevant, international context under consideration.	Makes comprehensive reference to the relevant, international context under consideration.	A, B, C, E, F
	2.2 Exhibit cross cultural competence	Does not recognise cross-national factors in relation to the issue/s under consideration.	Makes sound reference to the relevant, cross-national factors in relation to the issue/s under consideration.	Makes comprehensive reference to the relevant, cross-national factors in relation to the issue/s under consideration.	A, B, C, E, F
	2.3 Demonstrate ethical values	Does not recognise the relevant, ethical dimensions of the issue/s under consideration.	Makes sound reference to the relevant, ethical dimensions of the issue/s under consideration.	Makes comprehensive reference to the relevant, ethical dimensions of the issue/s under consideration.	A, B, C, E, F
3. have a comprehensive understanding of their discipline and be able to provide discipline based solutions relevant to the business, professional and public policy communities we serve	3.1 Demonstrate a depth of understanding of the discipline that facilitates problem solving	Demonstrates limited ability to generate, understand or apply theory that underpins this discipline.	Demonstrates sound ability to generate, understand or apply theory that underpins this discipline.	Demonstrates excellent ability to generate, understand and apply theory that underpins this discipline.	E, F
	3.2 Have the capacity to integrate and synthesise knowledge from across disciplines to create innovative applications in organisational settings.	Demonstrates limited capacity to integrate and synthesise knowledge from across disciplines to create innovative applications in organisational settings.	Demonstrates good capacity to integrate and synthesise knowledge from across disciplines to create innovative applications in organisational settings.	Demonstrates excellent capacity to integrate and synthesise knowledge from across disciplines to create innovative applications in organisational settings.	E, F



MGW3521 Assignment 1 Marking Criteria

Student Name: _____ Student ID: _____

Marker: _____

↓ Facet of Inquiry	Level I Students research at the level of a closed inquiry* and require a high degree of structure/guidance	Level II Students research at the level of a closed inquiry* and require some structure/guidance	Level III Students research independently at the level of a closed inquiry*	Level IV Students research at the level of an open inquiry* within structured guidelines
1. Students embark on inquiry and so determine a need for knowledge/ understanding	<ul style="list-style-type: none"> Inconcise, illogical and unsupported justification for investigating tourist motivation 	<ul style="list-style-type: none"> Concise, logical or supported justification for investigating tourist motivation 	<ul style="list-style-type: none"> Mostly concise, logical and well supported justification for investigating tourist motivation 	<ul style="list-style-type: none"> Concise, logical and well supported justification for investigating tourist motivation
2. Students find/generate needed information/ data using appropriate methodology	<ul style="list-style-type: none"> Sources collected <ul style="list-style-type: none"> Only from reading list, or Key readings from the reading list not used 	<ul style="list-style-type: none"> Appropriate sources collected <ul style="list-style-type: none"> Including key readings from the reading list, and Occasionally from beyond the reading list 	<ul style="list-style-type: none"> A range of appropriate sources collected <ul style="list-style-type: none"> Including key readings from the reading list, and Some from beyond the reading list 	<ul style="list-style-type: none"> A range of appropriate sources collected <ul style="list-style-type: none"> Including key readings from the reading list, and Most from beyond the reading list
	<ul style="list-style-type: none"> Have used one, or predominantly one, decision-making theory or model 	<ul style="list-style-type: none"> Have used two, or predominantly two, decision-making theories or models 	<ul style="list-style-type: none"> Have used three, or predominantly three, decision-making theories or models 	<ul style="list-style-type: none"> Have used four, or predominantly four, decision-making theories or models
3. Students critically evaluate information/ data and the process to find/ generate that information/ data	<ul style="list-style-type: none"> Have not identified appropriate information 	<ul style="list-style-type: none"> Identified appropriate information for the objective, though not used in appropriate sections 	<ul style="list-style-type: none"> Identified and used appropriate information for the objective in appropriate sections 	<ul style="list-style-type: none"> Identified and used appropriate information for the objective in appropriate sections, from beyond the directed material
	<ul style="list-style-type: none"> No evaluation of relevance and credibility of sources used 	<ul style="list-style-type: none"> Occasional evaluation of relevance and credibility of sources used 	<ul style="list-style-type: none"> Most sources' relevance and credibility evaluated 	<ul style="list-style-type: none"> Full evaluation of the relevance and credibility of sources used
4. Students organise information collected/ generated	<ul style="list-style-type: none"> Used suggested structure, though contents in wrong sections 	<ul style="list-style-type: none"> Occasionally used suggested structure and contents in right sections 	<ul style="list-style-type: none"> Mostly used suggested structure and contents in right sections 	<ul style="list-style-type: none"> Used suggested structure, and contents in right sections
	<ul style="list-style-type: none"> Coherence between but not within sections <ul style="list-style-type: none"> Or vice versa 	<ul style="list-style-type: none"> Occasionally coherent between and within sections 	<ul style="list-style-type: none"> Mostly coherent between and within sections 	<ul style="list-style-type: none"> Coherence between and within sections
5. Students synthesise and analyse and apply new knowledge	<ul style="list-style-type: none"> Presents essay specific ideas but are separated according to source 	<ul style="list-style-type: none"> Occasionally combines and integrates essay specific ideas from different sources 	<ul style="list-style-type: none"> Mostly combines and integrates essay specific ideas from different sources 	<ul style="list-style-type: none"> Combines and integrates essay specific ideas from different sources
	<ul style="list-style-type: none"> Inaccuracies or misinterpretations of ideas prevalent 	<ul style="list-style-type: none"> Occasionally accurately reflects sentiment portrayed in the original sources 	<ul style="list-style-type: none"> Mostly accurately reflects sentiment portrayed in the original sources 	<ul style="list-style-type: none"> Accurately reflects sentiment portrayed in the original sources
	<ul style="list-style-type: none"> Literature rarely cited, or Student voice lost in the literature 	<ul style="list-style-type: none"> Student voice restricted by or replicating the literature 	<ul style="list-style-type: none"> Student voice supported by a range of sources 	<ul style="list-style-type: none"> Student voice integrated into literature conversation
	<ul style="list-style-type: none"> Using the theories and models, implied how destination's may best influence potential tourists' decision-making and experience 	<ul style="list-style-type: none"> Using the theories and models, occasionally discusses how destination's may best influence potential tourists' decision-making and experience 	<ul style="list-style-type: none"> Using the theories and models, mostly discusses how destination's may best influence potential tourists' decision-making and experience 	<ul style="list-style-type: none"> Using the theories and models, discusses how destination's may best influence potential tourists' decision-making and experience
	<ul style="list-style-type: none"> Discussed destination influence was not a logical extrapolation from the theories and models 	<ul style="list-style-type: none"> Discussed destination influence was occasionally a logical extrapolation from the theories and models 	<ul style="list-style-type: none"> Discussed destination influence was mostly a logical extrapolation from the theories and models 	<ul style="list-style-type: none"> Discussed destination influence was a logical extrapolation from the theories and models
	<ul style="list-style-type: none"> Does not conclude essay findings <ul style="list-style-type: none"> For example, conclusion either re-introduces structure or content 	<ul style="list-style-type: none"> Concludes the main point from each and every section, and the overall and main concluding points, yet: <ul style="list-style-type: none"> Not concise, and Misses sections or concluding points 	<ul style="list-style-type: none"> Concludes the main point from each and every section, and the overall and main concluding points, yet: <ul style="list-style-type: none"> Not concise, or Misses sections or concluding points 	<ul style="list-style-type: none"> Concise concludes the main point from each and every section, and the overall and main concluding points
	<ul style="list-style-type: none"> Title are present, yet: <ul style="list-style-type: none"> Require refinement, and or Do not relate to key ideas within the essay 	<ul style="list-style-type: none"> Title relate to the key ideas within the essay, but require some refinement 	<ul style="list-style-type: none"> Title mostly clearly and succinctly reflect contents of the essay 	<ul style="list-style-type: none"> Title clearly and succinctly reflect contents of the essay
6. Students communicate knowledge, understanding and the process used to generate it, with an awareness of ethical, social and cultural issues	<ul style="list-style-type: none"> Use of lay language and or inappropriate genre for essay audience 	<ul style="list-style-type: none"> Sometimes use of language of discipline and appropriate genre for essay audience 	<ul style="list-style-type: none"> Mostly use of language of discipline and appropriate genre for essay audience 	<ul style="list-style-type: none"> Use of language of discipline and appropriate genre for essay audience
	<ul style="list-style-type: none"> Presentation format and style not appropriate for essay audience 	<ul style="list-style-type: none"> Presentation format and style sometimes appropriate for essay audience 	<ul style="list-style-type: none"> Presentation format and style mostly appropriate for essay audience 	<ul style="list-style-type: none"> Presentation format and style appropriate for essay audience
	<ul style="list-style-type: none"> Acknowledgement of most sources, in text and in reference list 	<ul style="list-style-type: none"> Acknowledgement of all sources, in text and in reference list 	<ul style="list-style-type: none"> Full and mostly correct acknowledgement of all sources, in text and in reference list 	<ul style="list-style-type: none"> Full and correct acknowledgement of all sources, in text and in reference list