

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: _____

↓ Facet of Inquiry	Levels of Student Achievement				
	Level 0 <i>Students research at an unacceptable level</i>	Level 1 <i>Students research at the level of a closed inquiry and require a high degree of structure/guidance</i>	Level 2 <i>Students research at the level of a closed inquiry and require some structure/ guidance</i>	Level 3 <i>Students research independently at the level of a closed inquiry</i>	
A. <i>Students embark on inquiry and so determine a need for knowledge/ understanding.</i>	The learning objectives being addressed were not included	The objectives being addressed were: <ul style="list-style-type: none"> Implied, or Replicated from the lecture/learning diary 	The learning objectives being addressed were paraphrased, yet: <ul style="list-style-type: none"> Lacked clarity Missed original meaning 	The learning objectives being addressed were paraphrased clearly and maintained original meaning	
B. <i>Students find/generate needed information/data using appropriate methodology.</i>	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. <i>Students critically evaluate information/ data and the process to find/generate this information/data.</i>	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	
	No evaluation of credibility of sources used	Occasional evaluation of credibility of sources used	Most sources' credibility evaluated	Full evaluation the credibility of sources used	
D. <i>Students organise information collected/generated.</i>	Lack of structure	Used structure, though contents associated with wrong learning objectives <ul style="list-style-type: none"> Or vice versa 	Mostly well structured, and contents mostly associated with correct learning objectives	Well structured, and contents associated with correct learning objectives	
	Lack of coherence within and between learning objectives	Coherence between but not within learning objectives <ul style="list-style-type: none"> Or vice versa 	Mostly coherent between and within learning objectives	Coherence between and within learning objectives	
E. <i>Students synthesise and analyse and apply new knowledge.</i>	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	
	Student only voice (literature not cited), or Literature only voice	Literature rarely cited, or Student voice lost in the literature	Student voice restricted by or replicating the literature	Student voice with support from a range of sources	
	No personal application	Personal application, though not linked to topic's learning objectives	Personal application linked to some of the topic's learning objectives	Personal application linked to all the topic's learning objectives	
F. <i>Students communicate knowledge and the processes used to generate it, with an awareness of ethical, social and cultural issues.</i>	No titles	Titles did not reflect contents	Titles reflected contents, but are verbose or lacking clarity	Titles clearly and succinctly reflected contents	
	Information communicated not appropriate and or does not engage with audience	Information communicated occasionally appropriate and or occasionally engages with audience	Information communicated mostly appropriate and or mostly engages with audience	Information communicated appropriate and engages with audience	
	Partial and or incorrect acknowledgement of sources, and Partial and or incorrect reference list provided	Partial and or incorrect acknowledgement of sources, or Partial and or incorrect reference list provided	Full acknowledgement of all sources within report, and Reference list contains all sources cited	Full and correct acknowledgement of all sources, with differentiation between direct quote and paraphrase, and Reference list contains all sources cited and follows referencing conventions	