NRRT600 TOURISM INDUSTRY CONCEPTS AND APPLICATIONS SYLLABUS

INSTRUCTOR INFORMATION

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(Responses to email will be provided within 36 hours during weekdays.)

TECHNICAL SUPPORT

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- Visit the Help Desk web page to troubleshoot common browser and Java issues.
- Call 970-491-7276.
- Email Help Desk Support.

COURSE DESCRIPTION

This course is designed to provide you with an introduction to key foundational tourism concepts, and how they have informed, and can be applied to, tourism operations around the world. As the tourist is at the center of tourism, we begin by defining and characterizing tourists, examining their varying motivations, and understanding the nature of tourist experience. We then shift our focus to the tourism industry and tourism systems, as well as tourism destination development over time. To complete our introduction to tourism, we examine some of the key economic, sociocultural, and technological issues and considerations associated with tourism development. This will provide you with a holistic understanding of the tourist, the tourism industry and system, and how it is affected by the broader macroenvironment, from which you can further build your tourism knowledge.

COURSE PREREQUISITES AND COREQUISITES

There is no prerequisite for this course.

LEARNING OUTCOMES

Upon the completion of this course, you should be able to:

- Define and characterize tourists and the tourism industry
- Compare and contrast different social theories that apply to tourists, and tourism development
- Evaluate different tourism management strategies and considerations
- Identify and discuss the different stages and management considerations of the tourist experience
- Identify and discuss the different stages and management considerations for tourism destination development
- Critically examine the various economic, sociocultural, and technological aspects of tourism

REQUIRED TEXTS

There are no prescribed texts for this course.

OTHER REQUIRED OR SUPPLEMENTAL MATERIALS

- **Module 1.**
- Leiper, N. (1979). The framework of tourism: Towards a definition of tourism, tourist, and the tourist industry. *Annals of Tourism Research*, *6*(4), 390–407.
- Plog, S. (2001). Why destination areas rise and fall in popularity. *Cornell Hotel and Restaurant Administration Quarterly*, *42*(3), 13–24.
- Acott, T. G., La Trobe, H. L., & Howard, S. H. (1998). An evaluation of deep ecotourism and shallow ecotourism. *Journal of Sustainable Tourism*, *6*(3), 238–253.
- McKercher, B., & du Cros, H. (2003). Testing a cultural tourism typology. *International Journal of Tourism Research*, *5*(1), 45–58
- Litvin, S. W. (2006). Revisiting Plog's model of allocentricity and psychocentricity...One more time. *Cornell Hotel and Restaurant Administration Quarterly*, *47*(3), 245–253.
- **Module 2.**
- Chapter 3 - Page, S, J. (2012). *Tourism Management: An Introduction* (4th ed.). Hoboken, NJ: Taylor & Francis.
- Pearce, P. L., & Lee, U.-I. (2005). Developing the travel career approach to tourist motivation. *Journal of Travel Research*, *43*(3), 226–237.
- Lee, G., O'Leary, J. T., Lee, S. H., & Morrison, A. (2002). Comparison and contrast of push and pull motivational effects on trip behavior: An application of a multinomial logistic regression model. *Tourism Analysis*, *7*(2), 89-104

- Dann, G. M. S. (1977). Anomie, ego-enhancement and tourism. *Annals of Tourism Research*, *IV*(4), 184–194.
- Crompton, J. L. (1979). Motivations for pleasure vacation. *Annals of Tourism Research*, *6*(4), 408–424.
- **Module 3.**
- Pine, J., & Gilmore H., J. (1998). Welcome to the experience economy. *Harvard Business Review*, *76*, 97–105.
- Woodside, A. G. and Sherrell, D. (1977) Traveller Evoked, Inept, and Inert Sets of Vacation Destinations. *Journal of Travel Research. 16*(1): 14-18. DOI: 10.1177/004728757701600105
- Crompton, J. (1992). Structure of vacation destination choice sets. *Annals of Tourism Research*, *19*(3), 420–434.
- Decrop, A. (2010). Destination choice sets: An inductive longitudinal approach. *Annals of Tourism Research*, *37*(1), 93–115.
- **Module 4.**
- Smith, S. L. J. (1994). The tourism product. *Annals of Tourism Research*, *21*(3), 582–595.
- Smith, S. L. J. (1988). Defining tourism: A supply-side view. *Annals of Tourism Research*, *15*(2), 179–190.
- Leiper, N. (1990). Tourist attraction systems. *Annals of Tourism Research*, *17*(3), 367–384.
- McKercher, B. (1999). A chaos approach to tourism. *Tourism Management*, *20*(4), 425–434.
- Lewis, R. D., & Green, S. (1998). Planning for stability and managing chaos: The case of Alpine ski resorts. In E. Laws, B. Faulkner, & G. Moscardo (Eds.), *Embracing and Managing Change in Tourism* (pp. 138–160). London: Routledge.
- **Module 5.**
- Butler, R. W. (1980). The concept of a tourist area cycle of evolution: Implications for management of resources. *Canadian Geographer*, *24*(1), 5–12.
- Ap, J., & Crompton, J. L. (1993). Residents' strategies for responding to tourism impacts. *Journal of Travel Research*, *32*(1), 47–50.
- Doxey, G. V. (1975). A causation theory of visitor-resident irritants: Methodology and research inferences. In *The Impact of Tourism. Sixth Annual Conference Proceedings of the Travel Research Association* (pp. 195–198).
- Cohen, E. (1988). Authenticity and commoditization in tourism. *Annals of Tourism Research*, *15*(3), 371–386.
- Wang, N. (1999). Rethinking authenticity in tourism experience. *Annals of Tourism Research*, *26*(2), 349–370.
- **Module 6.**
- Archer, B. H. (1982). The value of multipliers and their policy implications. *Tourism Management*, *3*(4), 236–241.
- Khan, H., Seng, C. F., & Cheong, W. K. (1990). Tourism multiplier effects on Singapore. *Annals of Tourism Research*, *17*(3), 408–418.
- Chapter 12 - Tribe, J. (2005). The economics of recreation, leisure and tourism. Elsevier, Burlington, MA.
- Ritchie, J. R. B., Molinar, C. M. A., & Frechtling, D. C. (2010). Impacts of the world recession and economic crisis on tourism: North America. *Journal of Travel Research*, *49*(1), 5–15.

- Jenkins, C. L., & Henry, B. M. (1982). Government involvement in tourism in developing countries. *Annals of Tourism Research*, *9*(4), 499–521.
- **Module 7.**
- Butler, R. W. (1974). The social implications of tourist developments. *Annals of Tourism Research*, *2*(2), 100–111.
- Ooi, N., Laing, J., & Mair, J. (2014). Social capital as a heuristic device to explore sociocultural sustainability: a case study of mountain resort tourism in the community of Steamboat Springs, Colorado, USA. *Journal of Sustainable Tourism*, *23*(3), 417-436.
- Reisinger, Y., & Turner, L. W. (2002). Cultural differences between Asian tourist markets and Australian hosts, Part 1. *Journal of Travel Research*, 40(3), 295-315.
- Pearce, P. L., Kim, E., & Lussa, S. (1998). Facilitating tourist-host social interaction. In E. Laws, B. Faulkner, & G. Moscardo (Eds.), *Embracing and Managing Change in Tourism* (pp. 347–364). London: Routledge.
- **Module 8.**
- Gretzel, U., & Fesenmaier, D. (2009). Information technology: Shaping the past, present and future of tourism. In T. Jamal & M. Robinson (Eds.), *Handbook of Tourism Studies* (pp. 558–580). Thousand Oaks, CA: Sage.
- Heck, E. van & Vervest, P.H.M. (2009). Smart Business Networks: Concept and Empirical Evidence. *Decision Support Systems, 47*(4), 275-276
- Gretzel, U. (2010). Travel in the network: Redirected gazes, ubiquitous connections and new frontiers. In M. Levina & G. Kien (Eds.), *Post-global Network and Everyday Life* (pp. 41–58). New York: Peter Lang.
- Pearce, P. L., & Gretzel, U. (2012). Tourism in technology dead zones: Documenting experiential dimensions. *International Journal of Tourism Sciences*, *12*(2), 1–20.
- Gretzel, U. (2013). Tourism in a technology-dependent world. In J. Leigh, C. Webster, & S. Ivanov (Eds.), *Future Tourism: Political, Social and Economic Challenges* (pp. 123–134). New York: Routledge.
- Gretzel, U. (2011). Intelligent Systems in Tourism: A Social Science Perspective. *Annals of Tourism Research*, *38*(3), 757-779.

COURSE PRESENTATION AND PROCEDURES

Content for this course is organized into eight weekly modules. Each module is divided up into a number of parts. Within each part, a combination of readings, narrated Powerpoint presentations, videos, and graded assignments are provided. Each of these activities are organized in sequential order, and should be completed as such. Discussion prompts are also scattered throughout the module to help stimulate your thinking. Make sure that all assigned tasks and readings are completed prior to moving on to the next module.

PARTICIPATION EXPECTATIONS

This is a 2 credit course taught over an 8 week period. To get the most out of this course, it is recommended that you devote 6-8 hours a week to do the weekly readings, read/listen/watch presentations, contribute to discussion forums, and complete your assessments. The recommended break-down of your time is as follows:

- 3 hours a week – weekly readings and taking notes
- 2 hours a week – reading/listening to presentations and taking notes
- 3 hours a week – contributing to discussion forums/completing assessments

This is a graduate level course that examines the various management considerations associated with ski area operations and human resources. There are high expectations regarding the quality of the work presented and the meeting of assessment deadlines. It will also be necessary to take the time to allow for critical thinking and analysis of concepts and issues presented in order to obtain a high grade.

GRADING

As a student enrolled in this course, one of your responsibilities is to submit course work by the due dates listed in the course schedule. Grading of the weekly discussion posts and comments, the sustainability report analysis and your comparative report will be provided within one week of the due date. If, however, due to unforeseeable circumstances, the grading of your work takes longer than one week, I will keep you informed of my progress and make every effort to return your work with feedback as soon as I can.

ASSIGNMENT*	GRADE POINTS	GRADE PERCENTAGE
Discussion posts and comments (6 @ 30 points each)	180	45
Major Assignment: Destination Case Study Report. Part 1.	100	25
Major Assignment: Destination Case Study Report. Part 2.	120	30
Total:	400	100 %

*Keep a copy of all work created for the course, including work submitted through Canvas.

GRADE DESCRIPTION

95-100% = A+
90-94% = A
85-89% = B+
80-84% = B
75-79% = C+
70-74% = C
65-69% = D+
60-64% = D
0-59% = F

ASSIGNMENT DETAILS

DISCUSSION EXERCISE: DISCUSSION POSTS AND COMMENTS:

In this course, each student will be randomly allocated to a small discussion group forum. You can find your group by clicking on the "Discussions" link. Within these forums, students will be expected to post a short written reflexive/synthesis paper, as assigned each week. This is based on one of the discussion prompts provided throughout the weekly content. This discussion should be posted to your group's Canvas discussion forum. It can be posted directly onto Canvas or attached as a MS Word Document that is no more than 1 page double-spaced. If referencing from the weekly readings and other sources, correct APA 6th style is expected. There will be a total of 6 discussion exercises (DE), with each (discussions and comments) worth 30 marks.

Each discussion exercise (DE) is made up of two sections: a post and two comments. Each post is to be posted on the discussion group thread by **Friday 5pm of each week**, as listed in the course schedule. Students will then be expected to review and comment on a minimum of two DE posts from other students within their discussion group each week. Students will have until **Sunday 5pm of the same week** to post their comments. These comments should be posted directly to Canvas. A portion of the marks for your discussion exercise will depend on the quality of the writing, so be sure to proofread for errors in grammar and spelling prior to submission. Points will also be subtracted for late submissions.

To understand how the marking is undertaken for each DE, please refer to the marking rubric.

NRRT600 Marking rubric for weekly discussion exercises

Levels of Achievement			
Criteria	**Exemplary**	**Proficient**	**Below Expectations**
Promptness and Initiative	**6 Points** Posts original contribution, responds to at least two peers postings, within the required timeframe.	**3 Points** A discussion is posted but the student does not meet the requirement of commenting on two peer postings.	**0 Points** No discussion is posted at all.
Mechanics of Writing	**6 Points** Submissions are grammatically correct, posts with rare misspellings, format is clear and logical/ professional delivery	**3 Points** Few errors in spelling and grammar, yet overall format is clear and logical.	**0 Points** Poor spelling and grammar in posts; the format of the discussion is difficult to follow and would be deemed as unprofessional by common business standards.
Relevance of Post	**6 Points** Post is highly related to assigned topics; cites at least one but	**3 Points** Discussion post is short in length and offers no further insight into the	**0 Points** Posts do not relate to the discussion; arguments made

	preferably several credible references related to topic (text, website, or other credible / scholarly references); expresses opinions and ideas in a clear and concise manner with obvious connection to topic.	topic; opinions and ideas are stated clearly but occasionally there is a lack of connection to topic, and/or provides limited citations (from text, website, etc) for the community to reference.	are not backed up by a reference; rehashes or summarizes other postings; unclear connection to topic; minimal expression of opinions or ideas.
Creating Community	**6 Points** Frequently attempts to motivate the group discussion; presents creative approaches to topic, can differ or counter peers points with diplomacy, if applicable. Refers to peer contributions. Creates community in the discussion.	**3 Points** Displays an effort to become involved with group; interacts with others and acknowledges posts of others.	**0 Points** Argumentative or abrasive. No peer interaction.
Critical Thinking/Analysis	**6 Points** Interprets topic in accurate and insightful ways. Uses information thoughtfully, in a ways that are factually relevant and accurate; postings shows analysis, might offer alternatives or creative viewpoints based on concrete evidence.	**3 Points** Accurately interprets topic; uses main points of information from resources/ references; may repeat the ideas of other but attempts to offer new insight; response does not provoke significant new thinking or further discussion.	**0 Points** Makes errors in interpreting topics; opinion-based comments only, with no support from the literature; superficial commentary.

MAJOR ASSIGNMENT: DESTINATION CASE STUDY REPORT

This assignment is a report that examines a tourist **destination** of your choice – not a single attraction, but a destination within which tourism attraction(s) exist. For simplicity, it is recommended that you choose a destination at a local or regional level – not at a state or country level. This assignment will be broken up into two parts:

Part 1.

In Part 1, you need to include the following:

- Introduction and background information on your destination of choice
  - Tourist attractions within the destination
  - Other tourism product components
- The tourist experience within this destination
- The types of tourists attracted to this destination and why
- Breakdown of the tourism industry within this destination

Remember to draw upon the different concepts and frameworks discussed in the relevant modules. Your report needs to be supported by academic literature, and other relevant and credible sources. In particular, make sure that any claims you make about the destination are supported with relevant and credible evidence. This can include local reports and studies, census data, academic journals, industry journals, government reports, etc. Use newspaper and web references from non-credible sources only for illustrative purposes – not for fact justification.

This report should be written and presented in a professional manner. Make sure to use appropriate language and style – writing in the first person should be avoided. Part 1 of this report should be presented as follows:

- Title page
- Table of contents
- Introduction
- Body of the report
  - This should include the information outlined above
  - Each section should include relevant headings and sub-headings of your choice.
- Reference list
- Appendix (optional and if necessary)

Take the time to go through the marking rubric as it will clearly outline what is expected from this report. Part 1 is due Week 5 on Friday September 25th at 5pm MST. It is worth 100 marks.

NRRT600 Major Assignment: Destination Case Study Report – PART 1

Levels of Achievement			
Criteria	**Exemplary (10 points)**	**Proficient (5 points)**	**Below Expectations (0 points)**
Ability to identify relevant content	All provided content is highly related to the relevant topic area and used in the appropriate sections.	Content provided mostly relates to the relevant topic area, but it is not entirely used in the appropriate sections.	Content provided does not relate to the relevant topic areas.
Ability to be clear, concise, and coherent	Content provided is clear and concise and coherent.	Content provided is somewhat clear and/or concise.	Content provided is not clear and/or concise.
Ability to analyze, and apply relevant concepts	Different concepts and ideas are thoughtfully analyzed and applied as they relate to the case study destination	Some relevant concepts and ideas are analyzed and applied to the case study destination	There is limited or no analysis or application of relevant concepts and ideas to the case study destination
Ability to incorporate personal opinions	The student is able to carefully incorporate their thoughts and opinions.	There is some incorporation of student's thoughts and opinions.	There is no incorporation of the student's thoughts and opinions.
Ability to evaluate relevance and credibility of content	Student has used relevant and credible sources of information.	Student has mostly used relevant and credible sources of information.	Student has not evaluated the relevance and credibility of the information.
Ability to find and generate information	Additional sources beyond the recommended readings were used that were relevant to the topic area.	Additional sources beyond the recommended readings were used, but were not necessarily relevant to the topic area.	No additional sources beyond the recommended readings were used.
Presentation and organization of analysis	Format is clear and logical. There are rare errors in format of font, content, and all sections are present. Relevant headings and sub-headings are used to clearly present the content.	Overall format is relatively clear and logical. Consistency is mostly maintained throughout the analysis. Headings and sub-headings are somewhat relevant and used to clearly present the content.	Format is illogical and difficult to read. Arguments are not made clear to the reader. Headings and sub-headings are not relevant and/or used appropriately to clearly present the content.
Mechanics of writing	Submissions are grammatically correct with rare misspellings. Use of language is appropriate for the recommended audience.	Few errors in spelling and grammar. Use of language is sometimes inappropriate for the recommended audience.	Poor spelling and grammar in posts. Use of language inappropriate for the recommended audience.

Ability to synthesize and link information	Relevant information is synthesized and linked to similar and contrasting concepts	Information has been somewhat synthesized and reduced. Some links are made between relevant topics.	Content lacks clarity – it is wordy, and often not relevant. Large quotations are used without appropriate links made between topics and ideas.
Referencing	All sources were correctly cited, both within the text and in the reference list	Sources were cited with some errors, both within the text and in the reference list	Sources were frequently incorrectly cited, both within the text and in the reference list

Part 2.

In Part 2, you need to build on Part 1 and include the following additional information:

- Discussion on, and diagram of the tourism system for this destination and how it is situated within the broader macro environment
- Explanation as to how this tourist destination has developed over time
  - o Demand changes
  - o Supply changes
- Community responses to destination development
- Issues and impacts associated with tourism destination development.

Remember to draw upon the different concepts and frameworks discussed in the relevant modules. Your report needs to be supported by academic literature, and other relevant and credible sources. In particular, make sure that any claims you make about the destination are supported with relevant and credible evidence. This can include local reports and studies, census data, academic journals, industry journals, government reports, etc. Use newspaper and web references from non-credible sources only for illustrative purposes – not for fact justification.

This report should be written and presented in a professional manner. Make sure to use appropriate language and style – writing in the first person should be avoided. The formatting for this second-half of the report should be consistent with Part 1. Each of the content areas listed above should also have their own headings and sub-headings. Remember to update the Table of Contents to reflect this additional content. Your report should also include a conclusion and recommendations section. Finally, you need to include an executive summary to go at the beginning of your report, which summarizes all of the key points and findings. This goes after your Title Page, but before the Table of Contents.

Take the time to go through the marking rubric as it will clearly outline what is expected from this report. Part 2 is due Week 8 on Friday October 16th at 5pm MST. It is worth 120 marks

NRRT600 Major Assignment: Destination Case Study Report – PART 2

	Levels of Achievement		
Criteria	**Exemplary (10 points)**	**Proficient (5 points)**	**Below Expectations (0 points)**
Ability to identify and synthesize relevant content	All provided content is highly related to the relevant topic area and used in the appropriate sections.	Content provided mostly relates to the relevant topic area, but it is not entirely used in the appropriate sections.	Content provided does not relate to the relevant topic areas.
Ability to be clear, concise, and coherent	Content provided is clear and concise and coherent.	Content provided is somewhat clear and/or concise.	Content provided is not clear and/or concise.
Ability to be clear, concise, and coherent	Content provided is clear and concise and links are used to draw links between relevant topics.	Content provided is somewhat clear and/or concise. There is some coherence between the topics.	Content provided is not clear and/or concise. There is a lack of coherence between the topics.
Ability to analyze, and apply relevant concepts	Different concepts and ideas are thoughtfully analyzed and applied as they relate to the case study destination	Some relevant concepts and ideas are analyzed and applied to the case study destination	There is limited or no analysis or application of relevant concepts and ideas to the case study destination
Ability to incorporate personal opinions	The student is able to carefully incorporate their thoughts and opinions.	There is some incorporation of student's thoughts and opinions.	There is no incorporation of the student's thoughts and opinions.
Ability to evaluate relevance and credibility of content	Student has used relevant and credible sources of information.	Student has mostly used relevant and credible sources of information.	Student has not evaluated the relevance and credibility of the information.
Ability to find and generate information	Additional sources beyond the recommended readings were used that were relevant to the topic area.	Additional sources beyond the recommended readings were used, but were not necessarily relevant to the topic area.	No additional sources beyond the recommended readings were used.
Presentation and organization of analysis	Format is clear and logical. There are rare errors in format of font, content, and all sections are present. Relevant headings and sub-headings are used to clearly present the content.	Overall format is relatively clear and logical. Consistency is mostly maintained throughout the analysis. Headings and sub-headings are somewhat relevant and used to clearly present the content.	Format is illogical and difficult to read. Arguments are not made clear to the reader. Headings and sub-headings are not relevant and/or used appropriately to clearly present the content.
Mechanics of writing	Submissions are grammatically correct with rare misspellings.	Few errors in spelling and grammar. Use of language is sometimes	Poor spelling and grammar in posts. Use of language

	Use of language is appropriate for the recommended audience.	inappropriate for the recommended audience.	inappropriate for the recommended audience.
Referencing	All sources were correctly cited, both within the text and in the reference list	Sources were cited with some errors, both within the text and in the reference list	Sources were frequently incorrectly cited, both within the text and in the reference list
Executive Summary	The executive summary is no longer than a page and clearly and concisely summarizes all main points of the report.	The executive summary summarizes some of the main points of the report. Lacks clarity and is excessively lengthy.	The executive summary fails to summarize the main points of the report and/or is not included.
Overall report coherence	The overall report is well structured and logical in its presentation. Content from one section to another are linked. Report is complete.	The structure of the overall report is somewhat logical in its presentation. Some links are made between sections.	The overall report is not logically structured. Some content is missing and no links are made between sections.

ACADEMIC INTEGRITY POLICY

This course will adhere to the CSU Academic Integrity Policy as found in the General Catalog, the Graduate and Professional Bulletin, and the Student Conduct Code. Academic integrity is conceptualized as doing and taking credit for one's own work. Violations of the university's academic integrity standards include, but are not limited to:

- Cheating—includes using unauthorized sources of information and providing or receiving unauthorized assistance on any form of academic work or engaging in any behavior specifically prohibited by the faculty member.

- Plagiarism—includes the copying of language, structure, ideas, or thoughts of another, and representing them as one's own without proper acknowledgment.

- Unauthorized Possession or Disposition of Academic Materials—includes the unauthorized selling or purchasing of examinations or other academic work; stealing another student's work; unauthorized entry to or use of material in a computer file; and using information from or possessing exams that an instructor did not authorize for release to students.

- Falsification—includes any untruth, either verbal or written, in one's academic work.

- Facilitation—includes knowingly assisting another to commit an act of academic misconduct.

At a minimum, violations will result in a grading penalty in this course and a report to the Office of Conflict Resolution and Student Conduct Services.

COPYRIGHT

Please do not share material from this course in online, print, or other media. Course material is the property of the instructor who developed the course. Materials authored by third parties and used in the course are also subject to copyright protections. Posting course materials on external sites or sharing materials with those not registered in the class may violate both copyright law and the CSU Student Conduct Code. Students who share course content without the instructor's express permission could face appropriate disciplinary or legal action.

CSU HONOR PLEDGE

Academic integrity lies at the core of our common goal: to create an intellectually honest and rigorous community. Because academic integrity, and the personal and social integrity of which academic integrity is an integral part, is so central to our mission as students, teachers, scholars, and citizens, I will ask that you affirm the CSU Honor Pledge as part of completing your work in this course. *While you will not be required to affirm the honor pledge*, you will be asked to affirm the following statement at the start of your exams:

"I have not given, received, or used any unauthorized assistance."

Further information about Academic Integrity is available at CSU's **Practicing Academic Integrity**.

UNIVERSAL DESIGN FOR LEARNING

I am committed to the principle of universal learning. This means that our classroom, our virtual spaces, our practices, and our interactions be as inclusive as possible. Mutual respect, civility, and the ability to listen and observe others carefully are crucial to universal learning.

ACCOMMODATION OF NEEDS

If you are a student who will need accommodations in this class, please contact me to discuss your individual needs. Any accommodation must be discussed in a timely manner prior to implementation. A verifying memo from Resources for Disabled Students may be required before any accommodation is provided.

SYSTEM, MULTIMEDIA, AND SOFTWARE REQUIREMENTS

Having trouble with the multimedia in this course? See the solutions below. Also, it is highly recommended that you access your course via a **high-speed Internet connection**.

- Problems with opening PDFs?
    - Download Adobe Reader.

- Canvas acting funny?
    - Download the correct version of Java for Canvas.

- YouTube videos not playing?
    - Download Flash Player.

- Videos not opening or playing on your Mac?
    - Download Windows Media Components for QuickTime.

- Can't open content created with Microsoft Office Products? Download the following viewers:
    - Word Viewer
    - PowerPoint Viewer
    - Excel Viewer
    - Microsoft Office Compatibility Pack for Word, Excel, and PowerPoint File Formats

- Still having issues:
    - Call the **CSU Help Desk at 970-491-7276** or Email Help Desk Support

You must have speakers installed and working properly on your computer before beginning the course.

You may need access to Microsoft Word, PowerPoint, and/or Excel to complete assignments. If you do not have access to the Microsoft Office applications, you may use one of the following free resources that allow you to save your files with Microsoft Office file extensions (.doc, .docs, .ppt, .xls.):

- Google Apps for CSU—a free, outsourced communications suite endorsed by The University Technology Fee Advisory Board (UTFAB)
- Open Office—an open source productivity suite

LIBRARY AND RESEARCH ASSISTANCE

The CSU Libraries Help Desk provides research and technical assistance either in person at Morgan Library or by phone at 970-491-1841. Jocelyn Boice is the librarian supporting this course. Contact her by email at jocelyn.boice@colostate.edu or by phone at 970-491-3882 to ask questions or set up an appointment for in-depth research help.

SUGGESTED STUDY METHODS

Online education requires skills and habits that may be less essential in traditional courses. In order to be successful in your online course you will need:

- **Space**—Establish a comfortable and well-organized physical workplace.
- **Time management skills**—Set personal study and "classroom" time as you would do for a traditional course.
- **Organization skills**—Print out all class material (modules, PowerPoints, assignments, additional resources, and any work you generate) and keep everything in a single location. Maintain electronic backups of all class materials.
- **Communication skills**—Demonstrate a willingness to interact with your instructor and classmates through email, phone calls, discussion boards, and active participation in all class activities.
- **Initiative**—Seek help from your instructor and classmates, ask questions as they arise.
- **Discipline**—Pace yourself, complete all activities and assignments before the due date, follow through on all class requirements to completion.

The more closely you adhere to the recommendations above the greater your chances of having a successful semester and a rewarding online experience.