

INTRODUCTION TO HOSPITALITY AND TOURISM
HMGT 1101
2025

Instructor		Day	
E-mail		Location	
Office Hours		Time	
		Class Hours	3
Class #	5 digits	Lab Hours	
Section	D000	Credits	3

DEPARTMENT VISION STATEMENT

To create an innovative learning environment that shapes leaders for a dynamic hospitality industry and an ever-changing world.

DEPARTMENT MISSION STATEMENT

The Hospitality Management Department of New York City College of Technology educates students for careers in the hospitality industry through foundational knowledge of hospitality operations and experiences that cultivate diverse perspectives, lifelong learning, collaboration, and community engagement.

DEPARTMENT STATEMENT ON PROFESSIONALISM

The Department of Hospitality Management follows industry standards in order to educate, develop and mentor future hospitality and tourism professionals. In order to successfully complete a course, students must consistently participate in class and meet deadlines. Students are expected to present themselves in a respectful, polite and positive manner, and exhibit good judgement while interacting with faculty, staff and peers.

PROGRAM LEARNING OUTCOMES

To graduate students who:

1. Identify and demonstrate skills relevant to the operational areas of hospitality. management (PLO #1)
2. Utilize the dynamics of collaboration in diverse settings. (PLO #2)
3. Demonstrate effective communication skills. (PLO #3)
4. Exhibit the analytical and social skills essential for success in the global workplace. (PLO #4)
5. Value and integrate lifelong learning, civic engagement, ethical reasoning, and social responsibility. (PLO #5)

COURSE DESCRIPTION

This course provides an overview of the global tourism and hospitality industry and the many aspects that it encompasses in the context of managing the service experience. Students are exposed to the various functions of each segment, contemporary topics, trends, career opportunities, and the complex role of the manager as well as professionalism in the industry.

PREREQUISITES

Eligibility for ENG 1101 or ENG 1101CO or ENG 1101ML; pre-or co-requisite: MAT 1190 or MAT 1190CO or higher

COURSE OBJECTIVES

Upon completion of HMGT 1101, students will be able to:

- a. Discuss skills used by leaders in the hospitality and tourism industries.
- b. Differentiate the segments of the hospitality and tourism industries.
- c. Define hospitality operations and managerial roles.
- d. Identify career opportunities in hospitality and tourism.
- e. Explain customer service strategies in the hospitality and tourism industries.

Student Learning Outcomes	Method of Assessment
a. a. Identify the characteristics of leaders in the hospitality and tourism industry. (HMGT PLO #3)	Class participation, research assignment, homework
b. Explain the various segments of tourism and hospitality from a local, national and global perspective.	Class participation, research assignment, homework
c. Discuss decision making in the hospitality and tourism industries. (HMGT PLO #1)	Class participation< research assignment, homework
d. Describe career paths in the hospitality and tourism industries.	Class participation< research assignment, homework
e. Recognize service strategies used in the hospitality management and tourism industries.	Class participation, homework

GRADING PROCEDURE

The final grade for this course is determined by completion of assignments per the grading procedure listed below.

Class participation	15%
Student profile	10%
Research assignment	30%
Weekly reflections	15%
Assigned readings	10%
Homework	<u>20%</u>
TOTAL	100%

COURSEWORK

See details for the assignments on Brightspace.

Class participation 15%

Students are expected to exhibit professionalism by arriving on time and being prepared to actively participate in the classroom and to work collaboratively in an effective manner.

Student Profile 10%

Students will reflect and write a one-page essay on who they are as a student considering their academic, career, personal and goals.

Research Assignment 30%

Students will research and write an essay on career opportunities in the hospitality and tourism industry. In addition, students will be expected to write a cover letter and conduct an oral presentation of their project.

Weekly Reflections 15%

Each student writes a weekly reflection after class and posts it on Brightspace.

Assigned readings 10%

Students are to discuss their opinion in class industry related articles.

Homework 20%

Students will read, research, and express their opinions on the assigned homework each week.

GRADING SYSTEM

A	93 – 100
A-	90 – 92.9
B+	87 – 89.9
B	83 – 86.9
B-	80 – 82.9
C+	77 – 79.9
C	70 – 76.9
D	60 – 69.9
F	59.9 and below

REQUIRED TEXT

Barrow, C.W., Rahman, I., Reynolds, D. (2021) *Introduction to Hospitality Management*. (1st ed.). Wiley

SUGGESTED TEXTS, READINGS, MEDIA

New York Times [nytimes.com/passes](https://www.nytimes.com/passes)

New York Times New York Sections, <https://www.nytimes.com/section/nyregion>

New York Times Travel Section, <https://www.nytimes.com/section/travel>

Suggested Listening (Podcasts)

All in the Industry, <https://heritageradionetwork.org/series/all-in-the-industry/>

Be a Better Guide, <https://www.beabetterguide.com/>

Cherry Bombe Radio, <https://cherrybombe.com/radio-cherry-bombe>

Inside Julia's Kitchen, <https://heritageradionetwork.org/series/inside-julias-kitchen/>

Suite Spot, <https://www.travelmediagroup.com/suite-spot-hotel-marketing-podcast/>

RUBRICS

Information Literacy Rubric

(Modified from AAC&U VALUE Rubric)

Performance Indicator	Surpasses Criterion 4	Meets Criterion 3	Approaching Criterion 2	Does Not Meet Criterion 1
Understands and addresses the scope and objectives of a manageable research topic	Defines the scope and objectives of a manageable research topic in a concrete and focused manner.	Begins to define the scope and objectives of the research topic in a focused manner.	Defines scope and objectives of the research topic in a broad, narrow, or vague manner.	Has difficulty identifying the scope and objectives of the research topic.
Identify credible and relevant sources	Able to identify all relevant and credible sources (know the difference between primary and secondary sources; identify peer reviewed journals; choose the best evidence).	Able to identify most relevant and credible sources but not all (few discrepancies with identifying primary and secondary sources, peer reviewed journals and choosing the best evidence).	Able to identify some relevant and credible sources but not all (many discrepancies with identifying primary and secondary sources, peer reviewed journals and choosing the best evidence).	Does not identify differences between sources, does not select the best evidence available.
Use information effectively to accomplish specific purpose, and present information in a clear and meaningful way	Communicates, organizes and synthesizes information from sources to fully achieve a specific purpose, with clarity and depth.	Communicates, organizes and synthesizes information from sources. Intended purpose is achieved.	Communicates and organizes information from sources. The information is not yet synthesized, so the intended purpose is not fully achieved.	Communicates information from sources. The information is fragmented and/or used inappropriately (misquoted, taken out of context, or incorrectly paraphrased, etc.), so the intended purpose is not achieved.
Cite sources in an appropriate style	Correctly provides in-text citations and reference list in a discipline-specific style.	Provides in-text citations and reference list in a discipline-specific style, but with few errors.	Provides in-text citations and reference, but with many errors or in a style not discipline-specific.	Does not cite any information sources used in assignment.
Incorporates ideas of others in an ethical manner; summarizing, paraphrasing and quoting are correct and appropriate	Applies principles of academic integrity in the use of information – all sources are quoted, paraphrased and cited correctly and appropriately.	Cites most sources correctly when quoting and paraphrasing; uses quoted material sparingly and appropriately.	Cites some (but not all) sources correctly when quoting and paraphrasing, but employs excessive use of quoted material.	Plagiarizes the work of others; uses quoted material excessively and/or does not use in-text or bibliographic citations.

ORAL COMMUNICATION VALUE RUBRIC

for more information, please contact value@aacu.org

Definition

Oral communication is a prepared, purposeful presentation designed to increase knowledge, to foster understanding, or to promote change in the listeners' attitudes, values, beliefs, or behaviors.

Evaluators are encouraged to assign a zero to any work sample or collection of work that does not meet benchmark (cell one) level performance.

	Capstone 4	Milestones 3 2		Benchmark 1
Organization	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is clearly and consistently observable and is skillful and makes the content of the presentation cohesive.	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is clearly and consistently observable within the presentation.	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is intermittently observable within the presentation.	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is not observable within the presentation.
Language	Language choices are imaginative, memorable, and compelling, and enhance the effectiveness of the presentation. Language in presentation is appropriate to audience.	Language choices are thoughtful and generally support the effectiveness of the presentation. Language in presentation is appropriate to audience.	Language choices are mundane and commonplace and partially support the effectiveness of the presentation. Language in presentation is appropriate to audience.	Language choices are unclear and minimally support the effectiveness of the presentation. Language in presentation is not appropriate to audience.
Delivery	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation compelling, and speaker appears polished and confident.	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation interesting, and speaker appears comfortable.	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation understandable, and speaker appears tentative.	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) detract from the understandability of the presentation, and speaker appears uncomfortable.
Supporting Material	A variety of types of supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make appropriate reference to information or analysis that significantly supports the presentation or establishes the presenter's credibility/authority on the topic.	Supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make appropriate reference to information or analysis that generally supports the presentation or establishes the presenter's credibility/authority on the topic.	Supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make appropriate reference to information or analysis that partially supports the presentation or establishes the presenter's credibility/authority on the topic.	Insufficient supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make reference to information or analysis that minimally supports the presentation or establishes the presenter's credibility/authority on the topic.
Central Message	Central message is compelling (precisely stated, appropriately repeated, memorable, and strongly supported).	Central message is clear and consistent with the supporting material.	Central message is basically understandable but is not often repeated and is not memorable.	Central message can be deduced, but is not explicitly stated in the presentation.

SELECTED BIBLIOGRAPHY

American Hotel & Lodging Association. (n.d). *News room*. Retrieved October 8, 2023
<https://www.ahla.com/newsroom>

Fiedman, A. (2018). *Chefs, drugs and rock & roll: How food lovers, free spitits, misfits and wandereers created a new American profession*. Harper Collins.

Hospitality Sales and Marketing Association International. (n.d.). *Isights*. Retrieved October 8, 2023: <https://global.hsmai.org/insights/>

National Restaurant Association. (n.d.) *Research and trends*. Retrieved October 8, 2023
<https://www.restaurant.org/research>

Sachs, D. and J. Scott. (2018). *The million-dollar greeting: Today's best practices for profit, customer retention, and a happy workplace*. Apollo Publishers

Sandoval-Strausz, A. (2007). *The hotel: an American history*. Yale Univesity Press.

CLASS MEETING SCHEDULE

◆ Meeting days may vary based on the semester calendar

WEEK #	DATE	TOPICS, ASSIGNMENTS	DUE DATES
1		Discussion Topic: Introduction to the department and review of school technology • Brightspace, Openlab • How to access the library • NYT, Microsoft 365 • Reflection	
2		Discussion Topic: An introduction to the historical development of the hospitality and tourism industry • How to create a personal profile-(Instagram and LinkedIn) • Reflection	
3		Discussion Topic: Tourism, local, regional, national, international • Development of transportation and economic impact, tourism promoters, technology, and government policies • Reflection	

4		Discussion Topic: Tourism and its diverse segments business travel, leisure: urban, • Sustainability, sports, and cultural • Reflection	
5		Discussion Topic: Hotel operations and its diverse departments • Personal profile is due • Reflection	
6		Discussion Topic: Food and beverage operations and it's various sub-departments, staffing, leadership and trends • APA style review • Introduction of research assignment • Reflection	
7		Discussion Topic: Beverage, restaurants and bars • Classifications of restaurants and bar management • Reflection	
8		Discussion Topic: Food managed services • Commercial, private and public enterprise • Reflection	
9		Discussion Topic: Recreation, attractions, clubs, gaming and entertainment • Management and the development of theme parks • Reflection	
10		Discussion topic: Meetings, conventions, and exhibitions • Students will be introduced to meetings, conventions and exhibits • Reflection	
11		Discussion Topic: Special events • Planning process and analyze the various venues • Draft of research assignment due • Reflection	
12		Discussion Topic: Identify trends in the hospitality and tourism industries • Discuss effective, organizational, and interpersonal communication process • Final research assignment due • Reflection	

13		Discussion Topic: Technology and marketing and sales • Technologies used in industry • Reflection	
14		Discussion Topic: Careers in hospitality management • Exploration of job opportunities in all aspects of hospitality industry • Reflection	
15		Project presentations • Presentation of research assignment • Reflection	

DIVERSITY AND INCLUSIVE EDUCATION SYLLABUS STATEMENT (as of 2/14/2025)

This course welcomes students from all backgrounds, experiences and perspectives. In accordance with the City Tech and CUNY missions, this course intends to provide an atmosphere of inclusion, respect, and the mutual appreciation of differences so that together we can create an environment in which all students can flourish. It is the instructor's goal to provide materials and activities that are welcoming and accommodating of diversity in all of its forms, including race, gender identity and presentation, ethnicity, national origin, religion, cultural identity, socioeconomic background, sexuality and sexual orientation, ability, neurodivergence, age, and etc. Your instructor is committed to equity and actively seeks ways to challenge institutional racism, sexism, ableism and other forms of prejudice. Your input is encouraged and appreciated. If a dynamic that you observe or experience in the course concerns you, you may respectfully inform your instructor without fear of how your concerns will affect your grade. Let your instructor know how to improve the effectiveness of the course for you personally, or for other students or student groups. We acknowledge that NYCCT is located on the traditional homelands of the Canarsie and Lenape peoples. You can learn more about the Diversity and Inclusion in the Curriculum and Education Committee [here](#).

STUDENT ACCESSIBILITY

Qualified students with disabilities, under applicable federal, state, and city laws, seeking reasonable accommodations or academic adjustments must contact the Center for Student Accessibility for information on City Tech's policies and procedures to obtain such services. Students with questions on eligibility or the need for temporary disability services should also contact the Center at The Center for Student Accessibility: 300 Jay Street, room L-237, 718-260-5143 or on their website that is found [here](#).

NYC COLLEGE OF TECHNOLOGY STATEMENT ON ACADEMIC INTEGRITY (current as of 2/14/2025)

Students and all others who work with information, ideas, texts, images, music, inventions, and other intellectual property owe their audience and sources accuracy and honesty in using, crediting, and citing sources. As a community of intellectual and professional workers, the College recognizes its responsibility for providing instruction in information literacy and academic integrity, offering models of good practice, and responding vigilantly and appropriately to infractions of academic integrity. Accordingly, academic dishonesty is prohibited in The City University of New York and at New York City College of Technology and is punishable by penalties, including failing grades, suspension, and expulsion.

The complete text of City Tech's Academic Integrity Policy may be found [here](#).

The complete text of the CUNY's Academic Integrity Policy may be found [here](#).

USE OF ELECTRONIC DEVICES

The use of cellular phones and audio equipment in all academic and study areas of the college is prohibited. Students are not permitted to take calls or text message during class. Students may not use their cell phones as calculators. In some instances, an instructor may allow the use of personal electronic devices for in class activities.

WRITING STYLE STATEMENT

The hospitality management department requires that all written work must be prepared using APA Style Publication Manual of the American Psychological Association as a reference guide. This includes editorial formats, abbreviations, use of statistics, graphs, citations and references. Visit the City Tech Library website for [APA Style Guides](#)

MICROSOFT 365 ASSIGNMENT SUBMISSION GUIDELINES

Students are expected to use Microsoft 365 unless otherwise stated. Students are entitled to a subscription, which is available through the CUNY Portal or Brightspace.

DEPARTMENT CALENDAR