New York City College of Technology, CUNY
Department of Hospitality Management

HOSPITALITY RESEARCH SEMINAR
HMGT 3502
Semester Year

<table>
<thead>
<tr>
<th>Instructor</th>
<th>Class Number</th>
<th>Section</th>
</tr>
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<tbody>
<tr>
<td>E-mail</td>
<td>Day</td>
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<td>Phone</td>
<td>Location</td>
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<td>Office</td>
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<tr>
<td>Office Hours</td>
<td>Class Hours</td>
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<td>Lab Hours</td>
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<td>Credits</td>
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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.

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

Techniques of research and review of literature as applied to hospitality management. Review of computer searching with data bases. Interdisciplinary approach to problem solving and policy development for issues facing hospitality managers. Students research and write an investigative report on a current industry problem.

Prerequisites

HMGT 2302, HMGT 2303, HMGT 2304, HMGT 2305 or AAS degree
Course Objectives
Upon completion of HMGT 3502, the student will be able to:
   a. Apply critical thinking to identify and research a current issue in the hospitality industry
   b. Analyze and synthesize a body of scholarly and popular literature to develop an annotated bibliography
   c. Write a 2000-2500 word (8-10 pages) research paper on a current issue in hospitality and tourism including recommendations to solve it, using APA guidelines
   d. Synthesize and present research findings in an oral presentation

Student Learning Outcomes | Method of Assessment
--------------------------|----------------------------------
a. Use a step-by-step process to research a current issue facing the hospitality industry (HMGT: Knowledge; Gen Ed: Skills) | Thesis statement and outline; Research paper drafts
b. Analyze data, articles and studies and assess current issues in the hospitality industry (HMGT: Knowledge; Gen Ed: Skills; PLO# 4) | Thesis statement and outline; participation
c. Apply critical thinking skills by evaluating the quality of information sources (HMGT: Knowledge/Skills; Gen Ed: skill) | Annotated bibliography
d. Conceptualize, draft and rewrite a research paper based on logical argument in to APA format (HMGT: Knowledge/Skills; Gen Ed: Skill) | Research paper drafts, final draft with abstract
e. Synthesize and present research findings (HMGT: Knowledge, skills; Gen Ed: skills; PLO#3) | Oral presentation

Grading Procedure

**Thesis statement and Outline**
Draft 1 (5 pts); draft 2 (10 pts) 15%

**Research paper**
Draft 1 (10 pts)
Draft 2 (15 pts)
Final draft with abstract (20 pts) 45%

**Annotated bibliography**
Draft 1 (5 points); final 10 points 15%

**Participation**
Discussion board 5 points 15%
In-class 10 points

**Oral Presentation**
10%

Total 100%
Assignments

Thesis Statement
The organizing principle of the research paper is the thesis statement. It poses the research question and provides the answer to that question. The thesis alerts the reader to the writer’s point of view and forms the backbone of the argument throughout the paper. It should include the topic, or “what” of the paper; the purpose or “why” of the paper and the direction or “how” of the paper.

Outline
The outline should consist of the thesis statement followed by headings divided into subheadings and, where appropriate, into sub-subheadings. It will serve as a guide for the first draft of the research paper, providing structure and direction.
Rubrics to see how it will be assessed.

The Annotated bibliography
Instead of a literature review, students will annotate the references (at least 12 are required) used to write the paper with short descriptions (150 words) of each source, its quality and how it was used in the paper. All references must be annotated. The annotated bibliography should reflect quality and variety as well as correct APA format. Description should be grammatically correct.

Draft 1
The first draft is meant to help the student begin the writing process by following their outline and notes. The student must first understand the topic through research and reading. The first draft helps the student understand what is known about the topic and where the gaps in knowledge are.

The Second Draft
The second draft is an attempt to make your first draft more complete. It should be at least 2000 words, clearly articulate the thesis and demonstrate a depth of research. It should show a logical structure, follow APA rules, be grammatically correct and show the writers voice.

The Final Draft
The final draft perfects the paper and should demonstrate skillful use of high-quality, credible, relevant sources that support the thesis. It should demonstrate strong mechanics and logical progression.

Oral presentation
Students will present the findings of their research in a 5-7 minute oral Presentation using PowerPoint. The presentation should indicate why the topic was chosen, the research question and thesis, main findings, recommendations for solutions and a conclusion.

More specific guidelines for each assignment are provided in separate handouts and on Black Board. These guidelines (along with rubrics for each assignment) should be read carefully by students and will be reviewed in class.
Grading System
A  93 – 100
A-  90 – 92.9
B+  87 – 89.9
B   83 – 86.9
B-  80 -- 82.9
C+  77 – 77.9
C   70 – 76.9
D   60 – 69.9
F   59.9 and below

Required Text
The resources used in this course are openly-licensed and free.


Required Reading and Viewing
Students are required to read the *New York Times’* Dining and Travel sections and to view/listen to industry-related videos and podcasts.

Suggested Texts and Readings

Course Materials

Technology Prerequisites
Registration on the CUNY Portal,
A current City Tech email address in Blackboard
Access to and ability to use current versions of Internet browsers, Chrome, Explorer, Firefox, Access to a computer with a high-speed Internet connection

Selected Bibliography


Class Meeting Schedule

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Lesson Topic and assignments</th>
<th>Learning Outcomes Students will be able to:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1</td>
<td></td>
<td>Course Introduction&lt;br&gt;Review of syllabus&lt;br&gt;What is Research?&lt;br&gt;Qualitative and quantitative research&lt;br&gt;Group brainstorming of problems and issues in hospitality and tourism&lt;br&gt;Effective note taking: How to Take Great <a href="#">Notes</a>&lt;br&gt;HW: Read and critique a sample student paper</td>
<td>Understand the requirements of the course&lt;br&gt;Define research&lt;br&gt;Explain the components of research paper&lt;br&gt;Discuss their interests in hospitality and tourism&lt;br&gt;Identify key trends and issues in hospitality and tourism</td>
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<tr>
<td>Week 2</td>
<td></td>
<td>Research Tools&lt;br&gt;Finding and evaluating sources&lt;br&gt;Primary and secondary sources&lt;br&gt;Scholarly vs popular sources&lt;br&gt;<a href="#">Boolean</a> Operators&lt;br&gt;Keywords&lt;br&gt;Academic <a href="#">Sources</a>&lt;br&gt;Showing <a href="#">Evidence</a>&lt;br&gt;HW: Critique of a scholarly research paper&lt;br&gt;<a href="#">Read Text</a>:</td>
<td>Set parameters of the research topic&lt;br&gt;Distinguish between primary sources and secondary&lt;br&gt;Evaluate the credibility of sources</td>
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<tr>
<td>Week 3 Meet in the Library</td>
<td></td>
<td>Library Instruction&lt;br&gt;Conducting research&lt;br&gt;Selecting a topic&lt;br&gt;Topic vs. subject&lt;br&gt;Narrative vs informative/expository writing&lt;br&gt;Using the library and the Internet&lt;br&gt;Audience and scope of the research&lt;br&gt;The research problem and thesis&lt;br&gt;Constructing a <a href="#">thesis</a>&lt;br&gt;HW: Discuss the uses of research in your future jobs&lt;br&gt;Read Text p. 9-25</td>
<td>Identify sources of information in addition to the library&lt;br&gt;Understand the scope of the research paper&lt;br&gt;Distinguish between the research subject and the research topic</td>
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</tbody>
</table>
| Week 4 | The writing process  
The research question and thesis  
The literature review  
The annotated bibliography  
The organization of the paper: Sample paper in APA format:  
Writing an outline  
Read Text: p.49-53 | Understand the difference between narrative and informational/expository writing  
Define the research problem and thesis  
Draft a declarative or interrogative problem statement or interrogative  
Draft a thesis  
Understand the purpose of a literature review  
Understand the components of and purpose of an annotated bibliography  
Draft an outline |
|---|---|---|
| Week 5 | The writing process continued  
Documenting sources in APA format  
In-text citation  
The reference list  
In-Text Citations Made Easy  
Owl at Purdue: Reference List: Basic Rules:  
Finger Lakes Community College APA Reference List  
Examples  
Council of Writing Program Administrators: Defining and Avoiding Plagiarism  
Avoid Plagiarism: Excelsior College  
https://owl.excelsior.edu/plagiarism/  
APA citations continued  
APA citation  
APA Style Guide Formatting  
Read Text: p. 55-59 | Draft a declarative or interrogative problem statement or interrogative  
Understand the components of and purpose of an annotated bibliography  
Draft an outline |
| Week 6 | Documenting sources continued  
Ways to avoid plagiarism  
Read Text: p. 55-59; 87-88 | Apply APA guidelines for in-text citations |
| Week 7 | In-text citations in APA format continued  
The first draft  
Writing the introduction: Bethune Writing Center: Read Text: p 70; 84-85 | Understand methods of collecting information, surveying and sampling |
|---|---|---|
| Week 8 | Developing the body of the paper  
The conclusion | Organize the structure of the paper  
Develop the body of the paper |
| Week 9 | Building your argument  
Supporting evidence  
Using Signal phrases to incorporate sources | Interpret data  
Build a persuasive argument to support the thesis  
Propose recommendations to solve the problem or issue |
| Week 10 | Strengthening the second draft  
Finding the roadblocks  
Grammar and punctuation  
Using transitions Revising your work: Excelsior College e  
“Ah, Those Transitions” | Identify their writing styles  
Develop techniques to ensure their “voices” are heard in the paper Quote material meaningfully  
Identify grammatically incorrect sentences  
Identify the active and passive voices  
Use transitional words |
<p>| Week 11 | The conclusion | Write the conclusion of the paper |</p>
<table>
<thead>
<tr>
<th>Week 12</th>
<th>Editing checklist</th>
<th>Review techniques to strengthening the paper</th>
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<tbody>
<tr>
<td></td>
<td>Troubleshooting</td>
<td>Finalize the abstract and keywords</td>
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<tr>
<td></td>
<td>Oral presentation skills</td>
<td>Discuss oral presentation styles Give feedback to peers</td>
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<td></td>
<td>The final annotated bibliography is due</td>
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<td>Week 13</td>
<td>Draft review and feedback</td>
<td>Get one-on-one review and feedback</td>
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<tr>
<td></td>
<td>Troubleshooting the paper</td>
<td>Troubleshoot the paper Identify presentation skills</td>
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<tr>
<td></td>
<td>Editing</td>
<td></td>
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<td></td>
<td><strong>The abstract is due</strong></td>
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<tr>
<td>Week 14</td>
<td><strong>The final paper is due</strong></td>
<td>Complete the report and present research finding in an oral presentation</td>
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<td>Oral Presentations</td>
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<td>Feedback from instructor and students</td>
<td>Present research finding in an oral presentation</td>
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<tr>
<td>Week 15</td>
<td>Oral Presentations</td>
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<td>Feedback from instructor and students</td>
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<td></td>
<td>1 - Does Not Meet Criteria</td>
<td>2 - Approaches Criteria</td>
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<tr>
<td><strong>APA format and content</strong></td>
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<tr>
<td>The quality, number and variety of the references are adequate.</td>
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<tr>
<td>The references have been clearly annotated and strongly support points.</td>
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<tr>
<td>Punctuation, grammar and spelling are correct.</td>
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<tr>
<td>Individual references conform to APA style.</td>
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**Grading points:**

- 1 point for each criterion met.
- 0 points for each criterion not met.
# Rubric for the Outline

<table>
<thead>
<tr>
<th>Performance Indicator</th>
<th>1: Does Not Meet Criteria</th>
<th>2: Approaches Criteria</th>
<th>3: Meets Criteria</th>
<th>4: Exceeds Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>The outline has parallel structure. The outline's structure indicates the significance of items.</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>The outline reflects proper use of subordination. The information in the topic headings is more general and the information in the subheadings is more specific.</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>The outline reflects proper use of coordination. The information in the headings is of equal significance.</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>The outline reflects proper use of division. There are two or more subheads under each heading.</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>The outline reflects depth of research, knowledge of topic and relevance to thesis.</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
</tr>
</tbody>
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Comments:
New York City College of Technology, CUNY
Department of Hospitality Management

**Writing Rubric**

**Instructions:** Check in only one box after each of the questions, for example $\sqrt{1}$ or $\sqrt{2}$. Use a No. 2 pencil, blue or black ballpoint pen (not gel pens).

<table>
<thead>
<tr>
<th>Grading Indicator</th>
<th>1 - Does Not Meet Criteria</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Context and Purpose for Writing (includes consideration of audience awareness and surrounding the task)</td>
<td>Minimal attention to context, audience, purpose, and to the assigned task(s).</td>
<td>Some evidence of awareness of context, audience, purpose, and the assigned task(s); begins to show awareness of audience's perceptions and assumptions.</td>
<td>Adequate consideration of context, audience, and purpose with a focus on the assigned task(s).</td>
<td>Thorough understanding of context, audience, and purpose that is responsive to the assigned task(s).</td>
</tr>
<tr>
<td>Format</td>
<td>Does not adhere to standardized format (APA) or given instructions; no sense of introduction, body, conclusion; does not contain all sections required; handwritten/typewritten appearance.</td>
<td>Minimally follows the standardized format or given instructions; some sense of organization and structure; contains all sections, but the content within each section is not appropriate.</td>
<td>Mostly follows the standardized format or given instructions; contains all sections, whose content is generally correct with only occasional lapses; minor edits are required.</td>
<td>Accurately follows the standardized format or given instructions; all sections are present and clearly labeled; each section contains all of the appropriate information.</td>
</tr>
<tr>
<td>Language</td>
<td>Numerous errors in spelling, grammar, verb tense and punctuation; no paragraphs; numerous fragmented sentences; extremely limited vocabulary; use of language impedes meaning because of errors in usage.</td>
<td>Several instances of grammatical errors and demonstrates a lack of editing; sentence structure is simplistic, little variety; although there are errors, it is language that conveys meaning to readers.</td>
<td>Few errors in spelling, grammar, verb tense and punctuation; sentence structure (subject and predicate) is generally correct although still simplistic and occasionally repetitive; generally straightforward language that conveys meaning to the reader.</td>
<td>Very few errors in sentence structure and mechanics; exhibits good to excellent command of language and professional terminology; sentences are complex and vocabulary is sophisticated; skilfully communicates meaning to readers with clarity and fluency.</td>
</tr>
<tr>
<td>Communication</td>
<td>Does not articulate thoughts or ideas; organization of the document is not clear enough for reader to follow arguments; looks taut and fluency in writing.</td>
<td>Thoughts are expressed using vague language; attempts to convey main ideas of the paper but lacks focus and fluency; overall document is somewhat confusing.</td>
<td>Thoughts are organized and allow readers to easily follow all of the arguments; no lapses in logic or clarity; thoughts are clearly expressed with focus and fluency.</td>
<td>Thoughts are carefully organized and allows reader to easily follow all of the arguments; no lapses in logic or clarity; thoughts are clearly expressed with focus and fluency.</td>
</tr>
<tr>
<td>Analysis/Synthesis</td>
<td>Demonstrates little understanding of what the important data contains that should be presented; comments, if present, are superficial or not related to the main topic discussed, does not identify significant professional standard findings; analysis of important points (or data) is lacking.</td>
<td>Statement of important results/content is incomplete; some personal comments are present but not particularly relevant for the discussion; identifies the critical elements but does not demonstrate an accurate comprehension of the concepts; analysis of important points (or data) is inconsistent and/or incomplete.</td>
<td>Statements of the important results are clear and complete but may include too much information or information that is not relevant; analysis of important points (or data) is well thought out but lacks a few important points; relevant comments or real world connections are included.</td>
<td>Successfully performed a thorough analysis; all important results/arguments are clearly identified and motivated; presence of significant personal comments and observations prove a real understanding of the topic.</td>
</tr>
<tr>
<td>Supporting Evidence</td>
<td>Does not attempt to use sources to support ideas in the writing, or provides inappropriate sources.</td>
<td>Demonstrates an attempt to use credible and/or relevant sources to support ideas that are appropriate for the discipline and genre of the writing.</td>
<td>Demonstrates consistent use of credible, relevant sources to support ideas that are situated within the discipline and genre of the writing.</td>
<td>Demonstrates skillful use of high-quality, credible, relevant sources to develop ideas that are appropriate for the discipline and genre of the writing.</td>
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</table>

NYCOTAIR

Fall 2018
# Oral Presentation Rubric

<table>
<thead>
<tr>
<th>Performance Indicator</th>
<th>1- Does Not Meet Criteria</th>
<th>2- Approaches Criteria</th>
<th>3- Meets Criteria</th>
<th>4- Exceeds Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Organization and Research</strong></td>
<td>Inadequate support of the thesis; no use of statistics or examples.</td>
<td>Thesis is minimally supported with too few data and statistics; vague and unconvincing argument of the thesis.</td>
<td>Thesis is partially supported; some statistics and examples are questionable.</td>
<td>Thesis is clearly stated, argued and supported with data and statistics; appropriate terminology and vocabulary; flows logically.</td>
</tr>
<tr>
<td><strong>Timing and Flow</strong></td>
<td>Presentation was too short; audience visibly befuddled.</td>
<td>Presentation is less than time frame; audience attention occasionally lapsed.</td>
<td>Presentation is completed within time frame; sustained audience attention.</td>
<td>Presentation is completed within the time; audience was highly engaged.</td>
</tr>
<tr>
<td><strong>Use of Media</strong></td>
<td>No use of media.</td>
<td>Ineffective use of media.</td>
<td>Good use of media.</td>
<td>Professional use of media.</td>
</tr>
<tr>
<td><strong>Voice Quality</strong></td>
<td>Voice is mumbled and inaudible.</td>
<td>Voice is too low; no inflections; monotonous</td>
<td>Voice quality is occasionally uneven.</td>
<td>Voice is clear, audible, well modulated.</td>
</tr>
<tr>
<td><strong>Body Language and Eye Contact</strong></td>
<td>Excessive nervous gestures, eliciting negative audience response. Does not make eye contact with audience.</td>
<td>Noticeable nervous gestures and laughter. Makes eye contact with the instructor only.</td>
<td>Occasional nervous gestures. Makes occasional eye contact.</td>
<td>Poised; exhibits confidence. Makes eye contact with the audience.</td>
</tr>
</tbody>
</table>
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. http://www.citytech.cuny.edu/accessibility/

Professionalism and Participation
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.

NYC College of Technology Statement on Academic Integrity
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.

As stated in the Academic Integrity Policy Manual,
"academic dishonesty occurs when individuals plagiarize or cheat in the course of their academic work. Plagiarism is the presenting of someone else’s ideas without proper credit or attribution. Cheating is the unauthorized use or attempted use of material, information, notes, study aids, devices or communication during an academic exercise."

The complete text of the College Academic Integrity Policy Manual may be found on the College website.

Statement of Classroom Behavior
Each student has the right to study and learn in a comfortable, safe, supportive environment that promotes self-esteem – free of fear, humiliation, intimidation, offensive or suggestive language.

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.
HM Department Calendar *(available from department office – attach)*