COURSE SYLLABUS

Please read this syllabus in its entirety. It is a part of the course content. Further, it is important that you understand what is required in this course and the time frames for completing assignments and activities.

SECTION 1: COURSE INFORMATION

Course Number & Name: HFT 4253 LODGING OPERATIONS
CRN: 81768
Course Credit Hours: THREE (3) CREDIT HOURS
Semester: FALL 2013
Department/Program: RESORT AND HOSPITALITY MANAGEMENT
Meeting Times/Location: MONDAYS, 2:00 PM – 4:45 PM
Sugden ROOM 110
Format: ON CAMPUS
Instructor Name: MARCIA TAYLOR, PHD
Office Location: SUDGEN HALL 216
Contact Information: (239) 590 -7692
Office Hours: M – 1:00 PM – 2:00 PM
T - 11:00 AM – 1:00 PM
W – 12:00 NOON – 2:00 PM
OR BY APPOINTMENT OUTSIDE OF OFFICE HOURS. I AM ALSO AVAILABLE BY PHONE (See number above).

Prerequisites: HFT 3003

COURSE DESCRIPTION:
This course provides a basic understanding of lodging operations and management. It provides a realistic look at the operations and management. It provides a realistic look at the operations of each department and insight into the financial aspect of operations.

REQUIRED TEXT: HFT 4253 LODGING MANAGEMENT (Customized Text). AMERICAN HOTEL AND LODGING EDUCATIONAL INSTITUTE

SUPPLEMENTAL TEXT (TOGETHER CAN BE USED AS SUBSTITUTE FOR THE CUSTOMIZED TEXT):
2. MANAGING FRONT OFFICE OPERATIONS, 8TH ED (2008). KASAVANA, M. & BROOKS, R.

SUPPLEMENTAL READING:
Marcia Taylor, PhD
HFT 3003, CRN 82413 Intro Resort, Hosp. & Tourism Management
Please visit the following websites and/or read the following periodicals and newspapers for current information:

- www.str-online.com
- www.hotel-online.com
- www.ahla.com
- www.arcorg.com
- www.hsmai.org
- www.iaapa.org
- www.iacvb.org
- www.hotelmotel.com.com
- www.ahla.com
- www.arccorp.com
- www.hotelsmag.com
- www.iaapa.org
- www.iacvb.org
- www.hotelmotel.com.com
- www.hotelsmag.com
- http://www.hotelinteractive.com
- http://www.hbrmag.com/
- http://www.hotelchatter.com/tag/

COURSE WEBSITE (CANVAS):
http://fgcu.edu/canvas/

SECTION 2: MISSION, LEARNING OUTCOMES, & MEASUREMENTS

A. PROGRAM MISSION
“The mission of the Resort and Hospitality Management program is to provide students with core competencies and experiential learning opportunities in preparation for successful management careers and leadership roles in the resort and hospitality industry and to instill values of lifelong learning and community service.”

B. PROGRAM LEARNING OUTCOMES (PLOs)
Upon successful completion of the program students will be able to:
1. Identify and demonstrate content/discipline, proficiencies and skills relevant to the operational areas of Resort and Hospitality Management.
2. Choose experiential learning opportunities in the field of Resort and Hospitality Management that can develop professional judgments and leadership skills.
3. Communicate effectively.
4. Evaluate information and make decisions using critical thinking and problem solving skills.
5. Develop an awareness of the importance of community service, ethical values, and life-long learning.

C. COURSE LEARNING OUTCOMES
At the completion of this course, students should be able to:
1. Identify the operations and functions of management in each department in the lodging operations.
2. Describe the relationship between hotels’ the operational departments.
3. Identify common lodging terms, and how they are used in the hotel industry.
4. Describe the different stages of a “Guest Cycle.
5. Apply analytical and critical thinking skills in making effective decisions in the implementation of revenue management concepts and financial decisions.
6. Describe the communication necessary for the efficient operation of departments within lodging facilities.
7. Explain management decisions made when projecting costs, room pricing, and future demand.
8. Identify procedures needed to provide a secured environment for lodging operations.
9. Identify procedure for efficient property management.
10. Identify trends in the lodging industry.
11. Demonstrate oral and written presentation skills in presentations and assignments.
12. Demonstrate the ability to read and analyze case studies and scenarios applicable to lodging operations, and formulate solutions using analytical and critical thinking skills.

D. MEASUREMENTS OF STUDENT LEARNING OUTCOMES FOR COURSE ASSESSMENT REPORT
The following expectations were determined by the C3 leadership (Core Course Coordinators for the LCOB in the spring of 2012. These are the LCOB goals—not grades. The LCOB is not looking to replicate our grade distribution.
**Exemplary:** If 90% of the students got 80% of the questions correct, performance was exemplary

**Exceed:** If 80% of the students got 80% of the questions correct, expectations were exceeded

**Meet:** If 70% of the students got 80% of the questions correct, expectations were met

**Does not Meet:** If less than 70% of the students got 80% of the questions correct, expectations were not met

**Consistent with the LCOB standards, the goal (meets standard) is for at least 70% of students to get 80% of the material correct.**

<table>
<thead>
<tr>
<th>ALC/ILO/ PLO Learning Objectives</th>
<th>Course Learning Outcomes</th>
<th>Assessment Use To Measure Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Content/Discipline Knowledge &amp; skills</strong></td>
<td>1. Identify the operations and functions of management in each department in the lodging operations. 2. Describe the relationship between hotels’ the operational departments. 3. Identify common lodging terms, and how they are used in the hotel industry. 4. Describe the different stages of a “Guest Cycle. 5. Apply analytical and critical thinking skills in making effective decisions in the implementation of revenue management concepts and financial decisions. 6. Describe the communication necessary for the efficient operation of departments within lodging facilities. 7. Explain management decisions made when projecting costs, room pricing, and future demand. 8. Identify procedures needed to provide a secured environment for lodging operations. 9. Identify procedure for efficient property management. 10. Identify trends in the lodging industry.</td>
<td>Exams and assignments</td>
</tr>
<tr>
<td>ILO1 &amp; 3, PLO1</td>
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<tr>
<td><strong>LO1 &amp; 3, PLO1 &amp; 4</strong></td>
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<tr>
<td><strong>LO1 &amp; 3, PLO1 &amp; 4</strong></td>
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<tr>
<td><strong>Communication</strong></td>
<td>11. Demonstrate oral and written presentation skills in presentations and assignments.</td>
<td>Assignments and project</td>
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<tr>
<td>ILO 3, 4</td>
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<tr>
<td><strong>Critical/Analytical Thinking</strong></td>
<td>12. Demonstrate the ability to read and analyze case studies and scenarios applicable to lodging operations, and formulate solutions using analytical and critical thinking skills.</td>
<td>Assignments</td>
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<td>ILO1 &amp; 3, PLO1 &amp; 4</td>
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</table>
SECTION 3: LEARNING OUTCOME EVALUATION METHODS AND GRADING POLICIES

A. Course Grading: assigned based on the total number of points earned on the following assignments:

<table>
<thead>
<tr>
<th>GRADE COMPONENT</th>
<th>POSSIBLE POINTS</th>
<th>ACTUAL POINTS</th>
<th>CUMULATIVE TOTAL</th>
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</thead>
<tbody>
<tr>
<td><strong>INDIVIDUAL ASSIGNMENTS</strong></td>
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</tr>
<tr>
<td>Exam # 1 - Chapters – 1, 2, 3, 4, 5</td>
<td>150</td>
<td></td>
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<tr>
<td>Exam # 2 - Chapters – 6, 7, 8, 10, 11</td>
<td>150</td>
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<tr>
<td>Exam # 3 - Chapters - 9, 12, E&amp;M, F&amp;B</td>
<td>100</td>
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<tr>
<td>Homework assignments (2)</td>
<td>100</td>
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<td></td>
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<tr>
<td>Preparedness/attendance/Participation</td>
<td>200</td>
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<tr>
<td>InnRoad Assignments</td>
<td>100</td>
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<tr>
<td><strong>GROUP ASSIGNMENTS</strong></td>
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<tr>
<td>Project &amp; presentation</td>
<td>200</td>
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<tr>
<td><strong>Total Course Points</strong></td>
<td>1000</td>
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</tbody>
</table>

B. How your final course grade is determined based on percentage points?

<table>
<thead>
<tr>
<th>Letter Grades</th>
<th>Points Range</th>
<th>Percentage Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>930 - 1000</td>
<td>93% - 100%</td>
</tr>
<tr>
<td>A-</td>
<td>880 - 929</td>
<td>88% - 92.9%</td>
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<tr>
<td>B+</td>
<td>870 - 879</td>
<td>87% - 87.9%</td>
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<tr>
<td>B</td>
<td>830 - 869</td>
<td>83% - 86.9%</td>
</tr>
<tr>
<td>B-</td>
<td>800 - 829</td>
<td>80% - 82.9%</td>
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<tr>
<td>C+</td>
<td>770 - 799</td>
<td>77% - 79.9%</td>
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<tr>
<td>C</td>
<td>700 - 769</td>
<td>70% - 76.9%</td>
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<tr>
<td>D</td>
<td>600 - 699</td>
<td>60% - 69.9%</td>
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<tr>
<td>F</td>
<td>BELOW 600</td>
<td>0% - 59%</td>
</tr>
</tbody>
</table>

SECTION 4: TEACHING METHODS, PHILOSOPHY, & MESSAGE TO STUDENTS

A. TEACHING METHODS AND LEARNING STRATEGIES

This course is taught both in traditional classroom mode, and supplemented with in-class activities and outside assignments. Learning strategies will be student focused, using both self-directed and group interaction. You are also expected to be familiar with the textbook material as assigned and to keep up with the schedule of readings. Not all topics in each chapter will be covered in class lectures due to time limitations. Students are therefore individually responsible for becoming familiar with all assigned materials and assigned chapters.

B. TEACHING PHILOSOPHY

The education process works best when both the instructor and the student share in and are committed to the learning process. Therefore, the learning expectations for this course are based upon a set of
assumptions about you as an adult learner. I view each student as a responsible individual, who are aware of and will initiate positive learning behavior. You will plan your time resources accordingly to maximize your learning. You will also learn, with your special experience and background, through interaction and participation in the classroom and through classroom activities or extra-curriculum activities. I will ask questions that will require you to conceptualize and analyze the “what if” of scenarios related to the law.

Recognizing that each student is unique, and therefore each learning process will differ, I will assist each student with appropriate strategies and plans for instruction as well as creating an environment conducive to learning by making myself accessible and maintaining:

1. a comfortable physical learning environment
2. a comfortable psychological environment
3. the respect of each individual in the classroom and stress
4. the importance of honesty and integrity
5. active participation in discussions, and
6. accommodation of unforeseen circumstances

C. MESSAGE TO STUDENTS

The aim of this course is to help students understand how lodging establishment are managed effectively. Emphasis is placed on the following hotel departments: Front Office, Reservations, Housekeeping and property operations and other key areas to the room's division. The class, through lecturers, research, assignments and the use of a hands-on computer program, the student will become knowledgeable in how to manage lodging operations effectively.

I will rely on each student to make mature and reliable decisions regarding their commitment and performance in this class. Your attendance is essential to your success, although not mandatory, in this course and to the development of our classroom community. However, each class will include in-class assignments that cannot be made-up after the class is over. Note taking will be important for you to be able to grasp and understand fully the concepts and issues presented and discussed. My assumption is that since you have chosen to be in this course, you will handle your presence in the class responsibly and courteously. This means that you will abide by the rules and regulations of the class. You are responsible for all material discussed or assigned during the class. If you miss a class session, it is your responsibility to get that information from another student.

I look forward to working with you!
<table>
<thead>
<tr>
<th>WEEK</th>
<th>Due Date</th>
<th>Chapters, Topics &amp; Assignments</th>
<th>Assessment Methods</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Aug 19</td>
<td>Syllabus, Course Review Projects discussion Introduction to classmates Introduction to the Lodging Industry Chapter 1 – The Lodging Industry Students Learning Outcomes: 1. Describe the lodging industry (challenges, excitement, the industry etc.). 2. Explain the lodging business 3. Explain different ways the lodging industry can be categorized. 4. Describe the major market segments of the lodging industry. 5. Explain the structure of the lodging industry. 6. Discuss the lodging industry as a service business 7. Explain how performance is measured 8. Discuss the trends in the lodging industry</td>
<td>Exam questions and in class activities</td>
</tr>
<tr>
<td>2</td>
<td>Aug 26</td>
<td>Chapter 2 – Hotel Organization Students Learning Outcomes: 1. Explain the mission statement and describe how goals, strategies, and tactics are used to accomplish the mission. 2. Discuss the role of lodging managers 3. Identify the lines of responsibility depicted in the organization charts of lodging facilities. 4. Identify the front-of-the-house areas from back-of-the-house areas and revenue centers from support centers. 5. Describe the functions performed by departments 6. Identify the functions performed by departments within full-service and limited service lodging facilities. 7. Describe the organization of the front office department and the purpose of job descriptions and job specifications. Assignments: In-Class Activity: Case Study – Dark Days at Sunnyvale: Can Teamwork Part the Clouds?</td>
<td>Exam questions, class activities</td>
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<tr>
<td></td>
<td>Sept 2</td>
<td>LABOR BAY – NO CLASS</td>
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<tr>
<td>3</td>
<td>Sept 9</td>
<td>Chapter 3 - Front Office Operations Students Learning Outcomes: 1. Explain the functions of management as performed by the front office manager. 2. Identify front office responsibilities. 3. Describe the guest cycle. 4. Discuss the importance of Interdepartmental communication. 5. Describe the property management system. 6. Explain guest accounting and data management. Assignments: In-class activity: Making the most of moments of truth InnRoad – Exercise 1 - Room Availability</td>
<td>Exam questions, class activities</td>
</tr>
<tr>
<td>Week</td>
<td>Date</td>
<td>Chapter</td>
<td>Learning Outcomes</td>
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</tbody>
</table>
| 4    | Sept 16 | Chapter 4 - Reservations | Students Learning Outcomes:  
1. Explain the responsibilities of the reservations department.  
2. Identify the sources of reservations.  
3. Discuss the sales dimension of the reservations process.  
4. Identify the types of reservations.  
Assignments:  
In-class activity - Overbooked at the Boden Oceanside Resort and Lodge  
InnRoad Exercise 2 – Basic Reservation | Exam questions, class activities |
| 5    | Sept 23 | Chapter 5 - Registration | Students Learning Outcomes:  
1. Identify the activities of the guest cycle  
2. Explain data management  
3. Describe the guest registration procedures  
4. Explain the importance of the first guest contact  
5. Explain the guest accounting process  
6. Identify current creative registration options  
7. Discuss the sales dimension of the registration process  
Assignments:  
In-Class activity: Everybody Sells: Turning Front Desk Agents into Salespeople  
InnRoad Exercise 3 & 4 – Intermediate Reservation Part I & II | Exam questions, class activities |
| 6    | Sept 30 | Exam 1 – Chapters 1, 2, 3, 4, 5 | Chapter 6 – Planning and Evaluating Operations (Front Office)  
Students Learning Outcomes:  
1. The management process front office managers perform to achieve organizational objectives.  
2. Explain how room rates are established, and identify special room rate categories.  
3. Applying the ratios and formulas managers use to forecast room availability.  
4. Explain the forecasting of demand and the effect of demand on room rates  
5. Identify the front office manager’s role in the hotel income statements and rooms division income statements  
6. Explain how to estimate expenses when budgeting for operations.  
7. Apply the ratios and formulas managers use to forecast room availability  
8. Explain how managers use various reports and ratios to evaluate front office operations.  
9. Explain how managers plan for disasters.  
Assignments  
In-class Activity: STAR  
InnRoad Exercise 5 & 6 – Advance Reservation Part I & II | Exam questions, class activities |
| 7    | Oct 7 | Chapter 7 - Revenue Management | Students Learning Outcomes  
1. Explain the concept of revenue management  
2. Identify the components of revenue management | Exam questions, class activities |
3. Discuss the application of revenue management
4. Describe revenue maximization
5. Explain how forecast information is used in capacity management, discount allocation, and duration control
6. Discuss common formulas use to measure and manage revenue
7. Explain how revenue management decisions are affected by: group room sales, transient room sales, food and beverage activity, conventions and special events.
8. Identify revenue management and room availability tactics used in during high demand periods from those tactics used during low demand periods.

**Assignments:**
InnRoad Exercise 7 & 8 – Group & Travel Agent Reservations
In-Class Activity: STAR

<table>
<thead>
<tr>
<th>Date</th>
<th>Assignment(s)</th>
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</table>
| Oct 14 | Chapter 7 – Revenue Management cont....
Revenue management assignment due
In-class revenue management exercise – STAR |
| Oct 21 | Chapter 8 - The Role of Housekeeping in Hospitality Operations
Students Learning Outcomes:
1. Explain the importance of the housekeeping department.
2. Explain the organization of the housekeeping department.
3. Discuss the management of the housekeeping department.
4. Describe the relationship between housekeeping and the front office departments.
5. Describe the relationship between housekeeping and the maintenance departments.
6. Explain the importance of interdepartmental communication to housekeeping.
Assignments:
In-Class Activity: Case Study – VIP Gets Lost in the Service Shuffle, or How the ABC Hotel Dropped the Ball |
| Oct 28 | Chapter 10 –Planning Housekeeping Operations
Students Learning Outcomes:
1. Explain the executive housekeeper’s role in organizing the housekeeping department.
2. Identify the different forms housekeeping department uses in during the planning function.
3. Explain the different task, such as “Opening the house” and related duties, that must be completed in order to run the operations
4. Explain the importance of cleanliness and hygiene and identify
5. Identify the typical cleaning responsibilities of the housekeeping department.
6. Identify the tools the housekeeping department uses to plan its work.
7. Identify basic management functions of the executive housekeeper. |

Exam questions, class activities
<table>
<thead>
<tr>
<th>No.</th>
<th>Date</th>
<th>Assignments:</th>
<th>Chapter 11 - Controlling Expenses</th>
<th>Exam questions, class activities</th>
</tr>
</thead>
</table>
| 11  | Nov 4 | In-Class Activity: Case Study - Teams Can Triumph over Trials | 1. Identify the skills needed and manage effectively the departmental budget, inventory, material classification and any related pre-opening operations.  
2. Identify the executive housekeeper’s responsibilities in relation to the budget planning process.  
3. Describe how the executive housekeeper uses the operating budget as a control tool.  
4. Identify the executive housekeeper role in the hotel income statements and rooms division income statements  
5. Identify the line items on a rooms division income statement that are affected by expenses incurred by the housekeeping department  
6. Identify how departmental expenses are estimated during the budget planning process.  
7. Identify actions the executive housekeeper can take to control expenses.  
8. Explain the purchasing responsibilities of the executive housekeeper.  
9. Identify factors to consider when determining the size of an annual linen purchase, and discuss capital budgets.  
10. Identify issues that an executive housekeeper should address when considering the use of outside contractors to perform cleaning services.  
11. Identify trends in housekeeping. |  |
|     |      |              | Assignments: | In-Class Assignment – Case Study – Lean Profit in the Land of Plenty |  |
| 11  | Nov 4 | VETERAN’S DAY – NO CLASS |  |
| 12  | Nov 18 | Exam 2 – Chapters 6, 7, 8, 10, 11 | Chapter 9 - Environmental and Energy Management | Exam questions, class activities |
|     |      | Chapter 12 - Safety and Security | Students Learning Outcomes:  
1. Explain the concept of going green  
2. Explain why it is important for hospitality properties to adopt environmental friendly policies  
3. Identify the economic, environmental, and social benefits of going “green”  
4. Explain the role of housekeeping in a "green" property.  
5. Identify strategies for going “green.”  
6. Explain how housekeeping cleaning chemicals are safely managed.  
7. Identify trends in sustainability in hotels. |  |
<table>
<thead>
<tr>
<th>Date</th>
<th>Day</th>
<th>Activities</th>
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<tbody>
<tr>
<td>Nov 25</td>
<td></td>
<td>Students Learning Outcomes:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>1. Identify safety issues in guestrooms, public areas, &amp; swimming pool areas</td>
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<td>2. Identify the responsibilities of a loss prevention committee</td>
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<td>3. Explain the importance of documentation</td>
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<td>4. Identify issues connected to handling guests’ complaints and behavior</td>
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<td>5. Explain the importance and of an effective emergency plan and how it is developed.</td>
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<td>6. Discuss the trends in safety and security.</td>
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<td>Assignments:</td>
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<tr>
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<td>HW Assignment: Trends in Hotel Sustainability Report due to In-Class Assignment – Case Study: The Case of the Missing Earrings</td>
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<tr>
<td>Dec 2</td>
<td></td>
<td>Engineering and Maintenance Students Learning Outcomes:</td>
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<td></td>
<td>1. Describe the E&amp;M department</td>
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<td>2. Identify areas of responsibility and the roles of the maintenance department.</td>
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<td>3. Identify the types of maintenance performed by the department.</td>
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<td>4. Describe how utilities are managed.</td>
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<td>5. Identify the trends in E&amp;M</td>
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<td></td>
<td>Food and Beverage Students Learning Outcomes:</td>
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<tr>
<td></td>
<td></td>
<td>1. Identify food and beverage services offered by hotels</td>
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<td>2. Explain the difference between food service offering in a full service hotel vs. a limited</td>
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<td>3. Identify food and beverage service control points.</td>
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<td>4. Describe room service operations</td>
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<td>Assignment:</td>
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<tr>
<td>Dec 9</td>
<td></td>
<td>PRESENTATIONS</td>
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<tr>
<td>Exam DAY</td>
<td>Dec 11</td>
<td>Wednesday, December 11 @ 4:30 PM – 7:15 PM</td>
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<td></td>
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<td>EXAM 3 – Chapters 9, 12, E&amp;M, F&amp;B</td>
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</tbody>
</table>

"THE INSTRUCTOR RESERVES THE RIGHT TO AMEND THE TENTATIVE SCHEDULE AS DEEMED NECESSARY."

C. CLARIFICATIONS ON GRADING ASSIGNMENTS REQUIRED

Course requirements:
1. ATTENDANCE/PREPAREDNESS/PARTICIPATION (20% OF YOUR GRADE)

PREPAREDNESS – In preparation for each class, you are responsible for reading the assigned chapter(s) prior to class. You are also responsible for learning the material in the chapters, demonstrating your understanding of topics in the discussions, and assignments. You are expected to ask questions about any area you do not understand. You are also required to be aware of current trends in the lodging industry.
PARTICIPATION - Your class participation grade is tied to your attendance and since you cannot participate in class discussions if you are not in class, you will be assigned a grade of zero (0).

ATTENDANCE – Attendance in this class is mandatory. Weekly Interactive exercises consisting of scenarios, cases or roll-plays will take place during the second half of the class to assess student-learning outcomes and to provide feedback regarding understanding and application of the material presented in the lecture and assigned chapter. Please see page 13 for more information on attendance, preparedness and participation.

2. HOMEWORK ASSIGNMENTS (10% OF YOUR GRADE) - There are two homework assignments to be completed during the semester. The due dates and the information for each assignment is available on CANVAS. Each assignment will contribute 5% toward your final grade. No late assignment will be accepted.

You must be prepared to present and discuss your report in class, although not every report will be presented orally. Whether your report is presented and discussed in class will depend on the nature and relevance of the issue(s), and the pace of the class. If you are asked to make an In-class presentation of your report, you will be held to a strict 10-minute timeframe.

All submitted assignments must maintain a standard of professionalism. The required report format is APA style. If you are not familiar with APA style, please refer to the following Websites for guidelines: http://webster.commnet.edu/apa and http://owl.english.purdue.edu/handouts/research/r_apa.html. See assignment for more information on page 13 for more information.

Reports must be submitted on CANVAS, prior to class (2PM).

THE INFORMATION MUST BE HOTEL RELATED AND OF RELEVANCE TO THE ASSIGNED TOPIC. Besides content, analysis and quality, assignments will be graded on writing skills: grammar, spelling, and clarity. Please use spell-check. See report and presentation evaluation matrix (on CANVAS) for information on evaluation criteria.

3. EXAMS (40% of your grade) - There will be three (3) examinations. Exams will be in an objective format and are not cumulative. The examinations may consist of multiple choice, true/false; fill-in-the-blanks questions; scenarios/questions and will cover class material, activities, student observations, case studies, assigned readings, and current events, when applicable. The exam questions will focus on your knowledge and intellectual skills, by testing your understanding of the law. Law is not subject to our interpretations, therefore in preparation for exams, the key terms, listed at the end of the chapter, will be useful to clarify the law principles and help you to apply the principles to decisions made in hospitality operations.

The tentative schedule for the exams is as follows:

Exam 1 - Chapters 1, 3, 4, 5, 6
Exam 2 - Chapters 7, 8, 10, 11
Exam 3 - Chapter 9, 12, E&M, F&B

All exams will be in class. Bubble sheets, writing papers, pens, and pencils are needed for all exams.

4. FIELD TRIPS TEAM PROJECTS (20%) - Working IN TEAMs of 3-4 students, teams will arrange visits to hotels to interview at least 3 managers in key positions. Two of the managers must be from the rooms division (rooms division manager, front office manager, housekeeping, or revenue manager and if possible the general manager) of a full service hotel or resort. Special permission is needed to visit limited service hotels.
The report should include an overview of the responsibilities of the managers, how they carry out these responsibilities. Emphasis should be on the management functions - planning, organizing, leading and controlling. One manager outside the rooms division must be interviewed. Part of the visit must include a tour of the property.

The main objective of this assignment is for students to learn as much as possible about the roles of the different management positions in a hotel, therefore questions asked should focus on the management and operation of the hotel not on the description of the hotel (see sample questions on CANVAS).

Team members will record their observations, findings and opinions formed from the visit(s), comparing and contrasting what was learned at the hotel to in class and the text. Each team will give a ten-minute presentation to the class. **Reports Due: Monday, November 18, AT 2:00 AM**

Report evaluation matrix is available on CANVAS.

**It is mandatory for all team members to be present at the interviews and all students at the presentations. Five (5) points will be subtracted for each missed presentation.**

Please note teams will be formed on the second day of class (August 26, 2012).

**Report and presentation evaluation matrix is available on CANVAS.**

5. **INNROAD EXERCISES (10%)** – InRoad is a computerized program designed for students to become familiar with front office procedures. Exercises are developed as a part of the InRoad University Program in order for you to learn the InRoad hotel management system. Exercises usually provide you with the real life scenarios that you need to solve using the InRoad system. In order to assist you in your learning, all exercises come with step-by-step instructions that demonstrate how to complete the exercise. Exercises give you an opportunity to try the system and build your knowledge.

**SECTION 6: CLASSROOM FORMAT, POLICIES, MANAGEMENT STATEMENT**

A. **CLASS ROOM FORMAT**

This course is taught both in traditional classroom mode, and supplemented with in-class activities and outside assignments. Learning strategies will be student focused, using both self-directed and group interaction. Students are expected and encouraged to apply their own professional experiences and perspectives to support and reinforce class materials.

Students are also expected to be familiar with the textbook material as assigned and to keep up with the schedule of readings. Not all topics in each chapter will be covered in class lectures due to time limitations. Students are therefore individually responsible for becoming familiar with all assigned materials and assigned chapters.

B. **CLASSROOM POLICIES**

**CLASS CONDUCT GUIDELINES**

Students and the professor have a duty to respect and preserve the integrity of the learning environment of every class. Accordingly, disruptive behavior is not permitted and is subject to disciplinary action. Examples of disruptive behavior are excessive private conversations with other students, the sound or use of mobile phones or laptop computers, abruptly entering or leaving the room without immediate explanation, and returning late from a class break.

**CELL PHONES AND LAPTOPS**
Our class time is valuable and should be devoted to lecture and class activities. The use of electronic devices to include, but not limited to, cell phones, iPods, PDA’s, portable computers, etc., except in emergency situations, is not permitted in the classroom. All electronic devices should be turned off before entering the classroom. Students who must use a laptop to take notes will be allowed to do so, but must sit in the back row of the classroom. If you are using a laptop, only class material should be accessed on your computer. Using personal email, Facebook, or other non-class-related sites is NOT permitted during class time. Disregard this policy will result in loss of class attendance points and or asked to leave the classroom.

PROFESSIONALISM
All students are expected to conduct themselves in a professional manner. Unprofessional behavior such as, but not limited to:

- repeated disruption of class (including habitually walking in after class has started)
- sleeping in class
- doing other course work in class
- reading a newspaper in class
- a ringing cell phone
- frequent side conversations with other students
- the use of any electronic devices without permission to do so
- or rudeness toward any person

will be considered a serious violation of this standard and will lower your grade accordingly.

Professional/business attire is required for final presentations, site visits and guest speakers (see professional attire information on CANVAS).

SPECIFIC GUIDELINES
- Please do not use your cell phones in class or leave class to answer a call.
- Please do your computer only in the back row of the classroom.
- Please do not leave class early unless prior approval was given.
- Please do not eat in class. EACH DAY THERE WILL BE A 15 MINUTES BREAK between 3:00 PM and 3:30 PM (BEFORE OR AFTER). DRINKING IS OK.
- Please keep up with current events in the industry by reading periodicals and newspapers.
- Please become familiar with and adhere to the academic honesty policy of the University. If you have any question or need a clarification, please do not hesitate to ask your professor for a clarification.
- Please read the assigned chapters and know the material well enough to discuss it in the class.
- Please participate in the class discussions.
- Please attend class every week.
- Please be on time for class
- Please submit assignments and reports on time.
- Please respect your fellow classmates by not talking during class unless you are asking or answering a question or contributing to a discussion.
- Please do not enter the classroom in the middle of a presentation.

ATTENDANCE POLICIES, PREPAREDNESS and PARTICIPATION
I will rely on each student to make mature and reliable decisions regarding their commitment and performance in this class. Your attendance is essential to your success and to the development of our
classroom community. My assumption is that since you have chosen to be in this class, you will handle your presence in the class responsibly and courteously. This means that you will abide by the rules and regulations of the class.

**Attendance**

Attendance in this class is mandatory. Absence from class can reduce your course grade. You are responsible for all material discussed or assigned during the class. If you miss a class session, it is your responsibility to get that information from other students (not from your professor). Each class will include in-class assignments that cannot be made-up after the class is over. Note taking will be important for you to be able to grasp and understand fully the concepts and issues presented and discussed.

**Preparedness and Participation**

You are expected to prepare adequately for, and to participate actively in, every class discussion. I will begin each class with the assumption that you have fulfilled your responsibility to read all assigned material carefully and completely and that you are ready to present and discuss in class your answers in respect to all assigned cases. During the course, your preparation and preparedness (P&P) in each class is evaluated and you will receive assignments to partially assess your P&P, specifically in case briefing.

Good participation requires that in class you publicly respond to questions and comments from the professor and from fellow students, and that you spontaneously offer your own thoughts and opinions on the material. Neither mere attendance nor merely saying something in class meets this standard. You are expected to bring to and to demonstrate in each class sufficient preparation, intellectual curiosity, and language skills to engage in a high level of disciplined analytical thought and discussion that enhances your and your fellow students’ learning. All these factors affect your preparedness and participation grade.

**STUDENT’S WORK/ASSIGNMENTS**

All examinations, bubble sheets, quizzes/answer sheets, assignments, projects etc., remain the property of the university. If students wish to review either, they may do so in my office. A file will be kept in the office with all assignments and exams.

- Work/Assignments that do not follow direction/requirements will not be read, graded or evaluated and will receive only ten percent (10%) of the total points for submission.
- All out-of-class assignments must be submitted on CANVAS in the “Turn-it-in-drop box”. Students must be present in class and on time for submitted assignments to be accepted. A copy of the submitted assignment must be brought to class for in-class discussions.
- Any information you want the instructor to know must be in writing. No telephone calls or oral explanations will be accepted. I will respond to all emails MONDAY thru FRIDAY BEFORE 7 PM EACH DAY.
- Telephone calls for information from the instructor are accepted.
- All update or changes will be announced in class and on CANVAS.

All written assignments should adhere to the following format:

- Typed in a university compatible software (recommend Microsoft Word) 12 - point font (Times or Times New Roman).
- 1 - inch margins on the top, bottom, left and right.
- Double space.
- Spell check. Excessive mistakes will cause you to lose points.
- Grammar check. Excessive mistakes will cause you to lose points.
- Page numbers at the bottom right of each page.
• Date, assignment title and your name in the header of the document.
• Use headings and if appropriate, sub-headings, to help organize your papers. A reader can get lost in a paper that seems to go on forever. Headings help the reader keep track of the information within a paper.
• Grading criteria for papers: 50% Content 50% Writing.

For written assignments, your grade will be based on the content of the paper and on the writing criteria listed above.

FORBIDDEN: Plagiarizing
1. Plagiarizing, which is copying words directly out of a published document without using quotation marks and giving the author credit; or paraphrasing another person's ideas or thoughts as your own without giving reference
2. Copying another person's work including using notes, cheat sheets, etc. during an exam
3. Handing in work prepared by another individual as your own work
4. Any act of intellectual or general dishonesty.

RESULT: Any violation will result in the assignment of a zero for the project or exam plus expulsion from the course.

ENCOURAGED: Assisting other students in learning:
1. Broadcasting useful websites to classmates over listserv.
2. Answering any difficult questions posed by classmates over listserv.
3. Participate actively in-group discussions in class and on-line.
4. Helping classmates with course structural misunderstandings, due date confusion, computer technical questions, etc.

NOTE: ALL ASSIGNMENTS AND WORK IN AN ONLINE CLASS IS INDIVIDUAL WORK, UNLESS OTHERWISE DIRECTED.

C. POSTING OF GRADES - All grades will be posted on CANVAS within 5 to 10 days after assignments are submitted. CANVAS will notify you each time there is a change in grades. You are encouraged to check your grade during the semester. You can do so by visiting CANVAS. It is your responsibility to keep up with your grades at all times.

D. MAKE UP POLICY - You cannot make up in class assignments. For missed exams, a valid excuse should be submitted. No makeup exams will be given. However, students who miss an exam will be allowed to take a comprehensive exam at the end of the semester. Your professor must be notified in advance of the missed exam; or in the case of an emergency, documentation must be submitted.

SHOULD YOU HAVE ANY QUESTIONS CONCERNING YOUR PROGRESS, GRADES, OR OTHER ISSUES PERTAINING TO THE CLASS, PLEASE LET ME KNOW AS SOON AS POSSIBLE SO THAT THEY CAN BE ADDRESSED IN AN EFFICIENT MANNER. DO NOT WAIT UNTIL THE END OF THE SEMESTER TO QUESTION GRADES OR YOUR PROGRESS.

SECTION 7: UNIVERSITY & COLLEGE STANDARDS & POLICIES
Academic Behavior Standards and Academic Dishonesty - All students are expected to demonstrate honesty in their academic pursuits. The university policies regarding issues of honesty can be found in the FGCU Student Guidebook under the “Student Code of Conduct” on page 11, and “Policies and Procedures” sections on pages 18 - 24. All students are expected to study this document which outlines their responsibilities and consequences for violations of the policy. The FGCU Student Guidebook is available online at http://studentservices.fgcu.edu/judicialaffairs/new.html

Copyright – The university requires all members of the university community to familiarize themselves and to follow copyright and fair use requirements. You are individually and solely responsible for violations of copyright and fair use laws. The university will neither protect nor defend you nor assume any responsibility for employee or student violations of fair use laws. Violations of copyright laws could subject you to federal and state civil penalties and criminal liability, as well as disciplinary action under university policies.

Disability Accommodations Services - Florida Gulf Coast University, in accordance with the Americans with Disabilities Act and the university’s guiding principles, will provide classroom and academic accommodations to students with documented disabilities. If you need to request an accommodation in this class due to a disability, or you suspect that your academic performance is affected by a disability, please contact the Office of Adaptive Services. The Office of Adaptive Services is located in Howard Hall 137. The phone number is 239-590-7956 or TTY 239-590-7930

University Policy about Student Observance of Religious Holidays - All students at Florida Gulf Coast University have a right to expect that the University will reasonably accommodate their religious observances, practices, and beliefs. Students, upon prior notification to their instructors, shall be excused from class or other scheduled academic activity to observe a religious holy day of their faith. Students shall be permitted a reasonable amount of time to make up the material or activities covered in their absence. Students shall not be penalized due to absence from class or other scheduled academic activity because of religious observances. Where practicable, major examinations, major assignments, and University ceremonies will not be scheduled on a major religious holy day. A student who is to be excused from class for a religious observance is not required to provide a second party certification of the reason for the absence. http://www.fgcu.edu/generalcounsel/files/policies/4.005%20Student%20Observance%20Religious%20Holidays.pdf

Grading Policies and Grading Systems - The grading system at FGCU is described in the FGCU Catalog and is overseen by the Office of Planning and Institutional Performance. (http://www.fgcu.edu/catalog/) In accordance with FERPA (Family Educational Rights and Privacy Act, 1974), grades may not be announced in class or displayed in any public view by use of the Student ID number (or social security number) in a paper or electronic format. Electronic display format includes email or a web-based environment such as Angel.

SECTION 7: UNIVERSITY & COLLEGE STANDARDS & POLICIES CONT.

Retention of Papers, Tests, Student and Class Records - University policy dictates that any materials, hardcopy or electronic, that contribute to the determination of a course grade be maintained by individual faculty for one full academic year after the end of the semester. In addition, departments/programs must maintain all records pertinent to grades for any faculty no longer with the university.

Eagle Mail - is Florida Gulf Coast University’s student e-mail system. Your FGCU Eagle Mail account MUST be activated. If you are a first time student, you will need your PIN and Student ID, both of which are assigned at registration.
- If you don’t know your PIN, you will need to go to the Registrar’s office to retrieve it.
- To activate your account, visit http://admin.fgcu.edu/IS/applications/studentaccts/activate.asp.
- The ANGEL (at http://elearning.fgcu.edu) will be used as the primary application for learning and communication. Additional course information may be distributed via Eagle Mail, so make sure you know how to retrieve your Eagle mails, and check it very frequently (at least once a day).
- Log in to ANGEL at http://elearning.fgcu.edu. You need to use FGCU Eagle Mail account and password to log in.
- Assignments, instructions, and other course information on ANGEL are integral components of the course material and are hereby incorporated as part of this syllabus.

The FGCU Writing Center - assists student writers through free, accessible, learning-based writing consultations. Our primary goals are to help students improve their abilities to think independently, to write critically, and to learn and implement strategies that will assist them in producing effective writing assignments. Consultants help writers with brainstorming, formulating a clear thesis, developing their ideas, and revising. Writing Center sessions are designed to assist writers in improving their ability to revise independently. Writing Consultants also help writers identify issues of style and mechanics; however, they do not edit or proofread. The Writing Center is located in Library West, 202C. Library West is not accessible from the main Library building (Library East). Phone: 239/590-7141