



DEPARTMENT OF EDUCATION, CULTURAL HERITAGE AND TOURISM

**MASTER'S DEGREE IN
INTERNATIONAL TOURISM AND
DESTINATION MANAGEMENT (ITOURDEM)**

**COURSE IN ENGLISH LANGUAGE AND CULTURE:
THE LANGUAGE OF TOURISM: VOCABULARY, TEXTS AND PRACTICES
(Prof. Antonio Fruttaldo)**

**PowerPoint Assignment
Guidelines**

1. Introduction

This document both contains instructions and exemplifies the format to be used for the **PowerPoint assignment students must submit** to be evaluated during the oral part of the examination.

The PowerPoint requires original research using the concepts and methodologies introduced in our classes and covered in the study materials for the exam, but you can also draw on your existing general knowledge. The suggested set of topics are introduced in this document, and you must pick one and create a PowerPoint presentation on the basis of the instructions provided. Before deciding the topic of your PowerPoint presentation, if you want, you can meet with me for a consultation. You should already have an idea or a topic you want to investigate.

Remember, however, that it is important to be realistic and limit the topic, so that you can finish your assignment within a reasonable period of time and write it up within the minimum/maximum number of slides your PowerPoint should comply with. Also, remember that



a PowerPoint presentation is a living thing: it will grow as you go along with your assignment. Therefore, the topic will often have to be restricted and/or modified during the creation process. This is perfectly normal, and you should not be afraid to investigate new alleys or turn around when you hit a dead-end.

Additionally, in choosing your topic, it may be useful to ask yourself the following questions:

- *Will it be possible to find materials (or texts) that can help in your assignment?*
- *Will it be possible to work through the project in the limited time that you have available before your examination?*
- *Do you know what else has been written on the topic?*

If some of these questions are unanswered, try and change the topic of your assignment.

2. Electronic files and general info

Students must submit an editable PowerPoint document (.pptx or .ppt) to be sent in **2 weeks before the selected date of the exam** to antonio.fruttaldo@unimc.it. A .pdf version should also be sent since images, tables and graphs may not be displayed as intended.

The editable PowerPoint document will be used to check for any form of plagiarism and AI generated contents (TurnItIn and iThenticate will be used to do this). The submission of your work will be taken to imply that it is original, unpublished work. The original sources or copyright must be clearly referenced and acknowledged. Students will be regarded as having failed to pass the exam if their PowerPoint has any plagiarized or AI generated contents.

The PowerPoint presentations should be in English (**both American and British spellings are accepted, but there must be uniformity of usage**) and should normally be between **15** and **25** slides (references, if present, are excluded from the count).

Please, do not hesitate to contact me if you have any enquiries.

3. Main text and structure of the PowerPoint presentation

Students are asked to adhere to the general text formatting used in the template described below for the submission of your PowerPoint.

In the **title of your presentation**, the first letter of each word should be upper case, excluding prepositions and conjunctions (e.g., “The Capitalization of Titles in English: An Introduction”, and



not “The capitalization of titles in English: an introduction”). Use a colon to separate title and subtitle.

All headings should adhere to the following numbering system:

1. Main title of a slide

1.1. Subsection heading

Titles of specific slides (at least pt 24 bold) should have no full stop at the end. Only the first letter of the first word in the title should be capitalized, with the exception of proper nouns (e.g., “The capitalization of titles in English: an introduction”, and not “The Capitalization of Titles in English: An Introduction”). **Titles of subsections**, too, should have no full stop at the end. Capitalization follows the same rules of the titles of specific slides.

The **main text** (at least pt 24) should briefly summarize what you are going to present. Each paragraph should be underlined by using bullet points. Keep it short and remember that you do not have to write down everything you are going to say.

3.1. Quotations

Quotations of **60 words or longer** should be set off from the main text. Use a colon to introduce a quote, not a comma.

Quotations running **less than 60 words** should be introduced in double inverted commas (“ ”) and incorporated in the main text; quotations within such quotations should be marked by single inverted commas (‘ ’). The use of straight quotes, both single and double (' or ") must be avoided.

All quotations in languages other than English should be followed by a translation in square brackets.

Students are encouraged to always provide the page number(s) for quotations and make sure that the bibliographical information is correct.

3.2. Omissions and interpolations

Omissions should be indicated by three dots rather than by another device such as asterisks. These points (or dots) are called ellipsis points when they indicate an ellipsis of a word, phrase, line,



paragraph, or more from a quoted passage that is considered irrelevant to the discussion at hand. In the case of **ellipsis**, the three dots should be placed inside square brackets [...] .

Suspension points, on the other hand, indicate suspended or interrupted thought. In this case, the three dots are not placed inside square brackets and are followed by a space. See the examples below:

As Partington (2015: 220) maintains, “[t]he use of representation implies a number of things [...] justified by underlining that, in any attempt to describe an event by a media outlet, there is no such thing as a single, natural pro-ordained way of presenting it [...]”.

This is something to think about in future research...

In reproducing or quoting from a document in which certain words are missing or illegible, you may use a bracketed gloss as a stand-in for missing or illegible words. See the example below:

These cues, whether constructed linguistically or by means of other semiotic resources, are used in order to “[make] *the ordinary visible to others*” (Oulasvirta *et al.*, 2010: 238, emphasis in the original).

3.3. Punctuation and typographic conventions

All punctuation marks are followed by a single space, except when followed by a closing bracket. Do not use commas, full stops or semicolons before brackets or double inverted commas under any circumstance.

Be careful to distinguish between dashes (syntactic: word – word) and hyphens (lexical: word-word). See, for instance:

The following corpus-based approach...

In line with this view – and with our approach – we have decided to...

Dashes (more specifically, En dashes) should also be preferred to hyphens when referring to limited ranges of values or pages:

The 2014–2016 data collection was followed by...

As Partington (2015: 220–222) highlights ...



3.4. Stress

Single inverted commas should be used for ‘scare quotes’ (which should, however, be kept to a minimum). Single quotation marks should also be used for the translation of non-English words (e.g., “*cogito* (‘I think’)”) and in order to provide examples in the body of the text (e.g., “As we can see in Example 3, the word ‘house’ is used...”). Use italics only for foreign words (e.g., “These accomplishments will serve as a monument, *aere perennius*, to future generations”) with the exception of words and phrases now naturalized (e.g., *ad hoc*).

Italics can also be used for titles of books, published documents, newspapers, and journals, and in order to draw attention to key terms in a discussion at first mention only. Finally, italics can be used to emphasize a word or phrase in a quotation indicating “emphasis added” in the in-text bibliographical reference. If the quotation originally has words or phrases in italics, students should indicate it by adding “emphasis in the original” in the in-text bibliographical reference.

3.5. In-text bibliographical references

When referring to a text, indicate the surname of the author followed, in brackets, by the year of publication of their work, colon, space and page number of the quotation:

Malkiel (1959: 126) sees five types of semantic relationship...

As previously seen (Malkiel 1959: 126)...

Give page numbers in full, do not use ‘f.’ or ‘ff.’; always give the full author-date citation – do not use ‘op.cit.’, ‘loc.cit’, or ‘*ibidem*’.

When referring to several texts, please, list them in chronological order:

Attention has been paid to the diachronic evolution of English medical writing (Taavitsainen and Pahta 1995, 2004; Tardy 2004; Hall 2005; Gotti 2008; Taavitsainen 2009; Tyrkkö and Hiltunen 2009).

If a work you are referring to has two authors, cite both names every time the reference occurs in the text. However, if a work has three or more authors, cite only the surname of the first author followed by *et al.* See, for instance:

Bednarek and Caple (2014) found that...

Kisangau *et al.* (2007) argue that...



4. References

Bibliographical references are listed alphabetically at the end of your presentation. Please, make sure entries correspond to the authors cited in your presentation. The reference section should include only those works that are cited in the text.

Please, give the full first names of authors and editors. Entries should show the full title and subtitle of each work. Reference entries for multiple works by the same author/editor or group of authors/editors should be listed chronologically, with the oldest publication at the top and the newest at the bottom.

Titles of books, articles, online published documents, newspapers, and journals should have the first letter of each word in upper case,¹ excluding prepositions and conjunctions.²

The reference entries for authored works and edited works by a single author should not be mixed together, but rather grouped separately.

Students are also encouraged to translate titles in languages other than French, German, Spanish, and Italian into English. The translation should appear in roman, written in lower case, and should be placed in square brackets directly following the italicized original title.

The term 'edition' in reference entries should be abbreviated as 'edn.' (to differentiate it from 'ed.' for 'editor').

Students should avoid the abbreviation of the names of journals, book series, publishers or conferences and the use of 'et al.' in reference entries: all author(s)/editor(s)'s names should be listed. The use of dashes to replace repeated author(s)/editor(s)'s names should also be avoided.

Reference entries should include: the surname and full name of the author, followed by the year of publication of the text and other data, as shown in the following examples:

i) Books (authored work):

Brown, Penelope / Levinson, Stephen C. 1987. *Politeness. Some Universals in Language Usage*. Cambridge: Cambridge University Press.

Hyland, Ken 1998. *Hedging in Scientific Research Articles*. Amsterdam: John Benjamins Publishing Company.

¹ With the exception of titles in German.

² Prepositions and conjunctions should always be in lower case, except if at the beginning of the (sub)title.



ii) Books (edited work):

Gipfert, Jost / Himmelmann, Nikolaus P. / Mosel, Ulrike (eds) 2006. *Essentials of Language Documentation* (Trends in Linguistics, Studies and Monographs 178). Berlin/New York: Mouton de Gruyter.

van Dijk, Teun A. (ed.) 1997. *Discourse Studies. A Multidisciplinary Introduction*. London: SAGE.

iii) Reprint:

Jakobson, Roman / Halle, Morris 2002 [1956]. *Fundamentals of Language* (2nd edn.). Berlin/New York: Mouton de Gruyter.

Palmer, Frank R. 1990 [1979]. *Modality and the English Modals* (2nd edn.). London: Longman.

iv) Translated title:

Haga, Yasushi 1998. *Nihongo no Shakai Shinri* [Social psychology in the Japanese language]. Tokyo: Ningen no Kagaku Sha.

Note: The English translation of the title should not be capitalized.

v) Contribution in an edited work:

O'Halloran, Kay L. 2011. Multimodal Discourse Analysis. In Hyland, Ken / Paltridge, Brian (eds), *Companion to Discourse*. London: Continuum, 120–137.

Taavitsainen, Irma 1997. Genre Conventions: Personal Affect in Fiction and Non-fiction in Early Modern English. In Rissanen, Matti / Kytö, Merja / Heikkonen, Kirsi (eds), *English in Transition: Corpus-Based Studies in Linguistic Variation and Genre Styles*. Berlin: Mouton de Gruyter, 185–266.



vi) Contribution also published electronically:

Jefferson, Gail 2004. Glossary of Transcript Symbols with an Introduction. In Lerner, Gene H. (ed.), *Conversation Analysis: Studies from the First Generation*. Amsterdam/Philadelphia: John Benjamins Publishing Company, 13–23. Available online at <http://www.liso.ucsb.edu/Jefferson/Transcript.pdf> (Last accessed: September 2, 2017).

Note: The publication date of online contribution refers to the year of online publication or year of the latest update.

vii) Thesis/dissertation:

Jacq, Pascale 2001. *A Description of Jruq (Loven): A Mon-Khmer Language of the Lao PDR*. Canberra: Australian National University MA Thesis.

Kim, Yong-Jin. 1990. *Register Variation in Korean: A Corpus-Based Study*. Columbia, SC: University of South Carolina Doctoral Dissertation.

Tribble, Christopher 1999. *Writing Difficult Texts*. Lancaster: Lancaster University Doctoral Dissertation. Available online at http://www.tribble.co.uk/text/Writing_Difficult_Texts.pdf (Last accessed: September 2, 2017).

viii) Articles in journals:

Hyland, Ken 1996a. Writing without Conviction? Hedging in Science Research Articles. *Applied Linguistics* 17/4, 433–454.

Hyland, Ken 1996b. Talking to the Academy: Forms of Hedging in Science Research Articles. *Written Communication* 13/2, 251–281.

Taavitsainen, Irma (Forthcoming). Middle English Recipes: Genre Characteristics, Text Type Features and Underlying Traditions of Writing. *Journal of Historical Pragmatics* 2/1.

ix) Journal articles also published electronically:

Bonini, Adair 2010. Critical Genre Analysis and Professional Practice: The Case of Public Contests to Select Professors for Brazilian Public Universities. *Linguagem em (Dis)curso* 10/3, 485–510.



Available online at <http://linguagem.unisul.br/paginas/ensino/pos/linguagem/linguagem-em-discurso/1003/100303.pdf> (Last accessed: November 17, 2016).

Potts, Amanda / Bednarek, Monika / Caple, Helen 2015. How can Computer-Based Methods Help Researchers to Investigate News Values in Large Datasets? A Corpus Linguistic Study of the Construction of Newsworthiness in the Reporting on Hurricane Katrina. *Discourse & Communication* 9/2, 149–172. DOI: 10.1177/1750481314568548

x) Proceedings and papers presented at a meeting or conference:

Kilgarrieff, Adam / Rychly, Pavel / Smrz, Pavel / Tugwell, David 2004. The Sketch Engine. In Williams, Geoffrey / Vessier, Sandra (eds), *Proceedings of the Eleventh EURALEX International Congress: EURALEX 2004*. Lorient: Université de Bretagne-Sud, 105–116.

White, Peter R. R. 2009. Media Power and the Rhetorical Potential of the “Hard News” Report – Attitudinal Mechanisms in Journalistic Discourse. In *Proceedings of the XXIX VAKKI Symposium*, University of Vaasa, Finland, 13–15 February. Available online at http://www.vakki.net/publications/2009/VAKKI2009_White.pdf (Last accessed: November 17, 2016).

xi) Internet addresses:

BBC Launches Five New HD Channels 2013 (December 9). *BBC News*. Available online at <http://www.bbc.com/news/entertainment-arts-25298109> (Last accessed: October 20, 2014).

Elliott, Stuart 2009 (January 22). In ‘Trust Me’, a Fake Agency Really Promotes. *The New York Times*. Available online at <http://www.nytimes.com/2009/01/22/business/media/22adco.html> (Last accessed: September 8, 2014).

Merriam-Webster Online 2016 (June 3). What does ‘Throw Shade’ Mean?. *Words We’re Watching* [Web log post]. Available online at <http://www.merriam-webster.com/words-at-play/shade> (Last accessed: September 28, 2016).

Subtirelu, Nicholas 2014 (March 10). Some Data to Support the Gendered Nature of “Bossy”. *Linguistic Pulse* [Web log post]. Available online at <http://linguisticpulse.com/2014/03/10/some-data-to-support-the-gendered-nature-of-bossy/> (Last accessed: November 17, 2016).



Abbreviations should be provided when they are not standard in the field of investigation. Ensure consistency of abbreviations throughout the presentation.

5. Gender-neutral language

Students are encouraged to try and use in their contributions a language that promotes inclusiveness, in order to neither reinforce nor perpetuate any form of gender binarism. This is in line with my personal belief that in life we should all work together towards a more gender-inclusive environment.

In line with this stance, students should adopt, for instance, the use of the singular 'they' when referring to antecedents that are grammatically singular ("A researcher must be committed to their work"; avoid the use of "his/her work"); or use gender-neutral occupational titles (e.g., the use of the word 'businessman' should be avoided, and the word 'businessperson' should be preferred).

6. Social media campaign

In some of the assignments provided in the next pages, you will be asked to come up in your PowerPoint with a social media campaign. A social media campaign is a coordinated effort to use social media platforms to achieve a specific goal. This can range from increasing brand awareness to promoting a product or service, to encouraging social change. The objective of the campaign you will design is explicitly provided in the description of each assignment. Here are some steps you need to take in order to create a social media campaign:

- *Step 1: Define the Objectives*

The first step in creating a social media campaign is to define the objectives of the campaign. This involves identifying the specific goals that the campaign is intended to achieve. For example, the campaign might aim to raise awareness about a particular social issue or to promote a specific social cause. Since the objective of each campaign is provided in the description of the assignment, stick to it and develop your campaign on the basis of this.

- *Step 2: Choose the Social Media Platforms*

The next step is to choose the social media platforms that will be used to promote the campaign. Different social media platforms have different strengths and weaknesses, and it is important to choose the platforms that are best suited to the campaign's objectives. For example, if the campaign is targeting a younger audience, platforms like TikTok and



Instagram may be more effective, while if the campaign is targeting a more professional audience, platforms like LinkedIn may be more effective.

- *Step 3: Develop the Messaging and Content*

Once the objectives and social media platforms have been defined, the next step is to develop the messaging and content for the campaign. This involves creating posts, videos, images, and other types of content that will be used to promote the campaign on social media. The messaging and content should be designed to resonate with the target audience and to convey the key messages of the campaign. Show what you have come up with in your PowerPoint presentation.

7. Online resources for the creation of your PowerPoint and other visual elements

If you are not familiar with PowerPoint presentation, you can find on Word Office a series of already available templates for academic purposes. However, you can also find online other templates. These templates can be found on various websites that offer free and paid options. Some popular websites for finding PowerPoint templates include:

- [Slides Carnival](#) (templates freely available)
- [SlideModel](#) (paid subscription required)
- [Powered Template](#) (templates freely available)

In selecting your PowerPoint template, remember that you're creating a presentation for an exam. So, choose a template that is in line with the context you're presenting your analysis. In addition to templates, there are other resources that you can use to enhance your PowerPoint presentation, such as:

- Images and graphics: these can be used to add visual appeal to your slides and to help explain complex topics. You can use websites like [Unsplash](#) or [Canva](#) to either download images or create your own ones.
- Videos: these can be used to provide examples, demonstrate a process or illustrate a point.
- Charts and graphs: you can use them to display data and statistics in a visually appealing way.
- Fonts and colors: they can be used to create a consistent look and feel throughout your presentation.



8. Evaluation of your PowerPoint presentations

Your PowerPoint presentation will be evaluated according to the following criteria (see the table below):

	Competence/Mastery (ca. 6 points)	Emerging (ca. 3-4 points)	Insufficient attempt (0 points)
Appropriate use of critical perspective and analysis	Chose the most appropriate lens for the investigation. Applied thoroughly and accurately. Makes an appropriate, thorough, and convincing argument	Chose a workable lens for the investigation. Sufficiently thorough and accurate application. Makes an acceptable argument that may not be completely appropriate, thorough, or convincing	Did not choose an appropriate lens or applied insufficiently. Does not make a cogent argument
Research	Sources are appropriate to the topic, sufficient in number, and used to properly situate the topic	Sufficient number of sources. Most sources are appropriate to the topic and are used to begin situating the topic	Inappropriate or insufficient number of sources. Not used to situate topic
Organization	Well organized at the presentation, paragraph and sentence level	Logically organized but uneven at either the presentation, paragraph or sentence level	Not logically organized
Details/Evidence	Provides enough details and evidence to fully support analysis	Provides good evidence but may be lacking in detail	Does not provide enough details or evidence
Format and quality of English	Properly formatted and virtually error free	Some mistakes in formatting OR a few mechanical or grammar errors	Errors distract from content of the presentation



In order to create your presentation, you can find listed here a series of assignments you can choose from. Structure your presentation on the basis of the description of each of them. You must select only ONE of the assignments.

Assignment 1: Tourism Analysis

Objective: To analyze the trends and patterns of international tourism and its impact on the economy

Task:

- Identify a country or region that is a popular tourist destination. You can use the data coming from different national or international governmental organizations.
- Analyze the tourism industry of that region/country including the types of tourists, tourist activities, and economic impact. This information should be clearly described in your PowerPoint presentation.
- Select a specific social media platform and create a post or infographic that highlights the key findings from your analysis. It should not be too complex but easy to read for a wider audience. Advertise the key features coming from your analysis. Present the social media campaign in your PowerPoint.

Assignment 2: Destination Marketing

Objective: To understand the role of social media in destination marketing

Task:

- Identify a destination that has successfully used social media in their marketing strategies. Use Instagram or TikTok for your search. To help you, you can maybe refer to governmental offices that promote on social media platforms their destinations.
- Analyze their social media marketing strategy, including the platforms used, target audience (i.e., are they addressing a younger audience? Are they creating campaigns targeting families? etc.) but, MOST IMPORTANTLY, focus on the language used (i.e. type of verbs used, adjectives highlighting the 'strangeness' of the destination, images promoting specific narratives, etc.). Present your analysis in the PowerPoint presentation.



Assignment 3: Sustainable Tourism

Objective: To understand the concept of sustainable tourism and its importance for the environment and local communities

Task:

- Choose a destination that has implemented sustainable tourism practices. This should adhere to the following criteria:
 1. **Environmental Sustainability:** The destination should prioritize conservation and preservation of natural resources, minimize the negative impact of tourism on the environment, and promote environmentally-friendly practices, such as reducing waste and carbon emissions;
 2. **Social Sustainability:** The destination should prioritize the well-being and empowerment of the local community, including promoting cultural preservation, supporting local businesses, and providing fair and equitable employment opportunities;
 3. **Economic Sustainability:** The destination should prioritize sustainable economic development, including supporting local businesses and industries, promoting responsible investment, and ensuring that tourism revenues are reinvested in the local community;
 4. **Responsible Tourism Management:** The destination should have a comprehensive and responsible approach to managing tourism, including minimizing the negative impact of tourism, promoting sustainable tourism practices, and ensuring that tourism benefits are shared equitably among stakeholders;
 5. **Authenticity and Visitor Experience:** The destination should provide an authentic and engaging experience for visitors, while still respecting and preserving the local culture, traditions, and natural environment;
 6. **Accessibility:** The destination should prioritize accessibility for all visitors, including those with disabilities, and provide a safe and welcoming environment for all;
 7. **Transparency and Accountability:** The destination should have transparent policies and reporting on sustainable tourism practices and outcomes, and hold stakeholders accountable for their actions and impacts.
- Analyze the sustainability initiatives in place and their impact on the environment and local communities. The analysis should offer clear examples of the policies applied for sustainable tourism practices. Present your analysis in the PowerPoint presentation.
- On the basis of this analysis, create an original and creative social media campaign that highlights the sustainability practices of the destination and encourages tourists to support them. Choose the social media platform you want to use and present the campaign in your PowerPoint presentation.



Assignment 4: Cultural Tourism

Objective: To understand the importance of cultural tourism in preserving cultural heritage and promoting cross-cultural understanding

Task:

- Choose a destination that is known for its cultural heritage and traditions. You can have a look at the UNESCO World Heritage List of sites (<https://whc.unesco.org/en/list/>).
- Analyze the cultural tourism activities in place and their impact on the preservation of cultural heritage. Present your analysis in the PowerPoint presentation.
- Create a social media campaign that highlights the cultural heritage of the destination and promotes cross-cultural understanding. Start by choosing a social media platform (e.g., Facebook, Twitter, Instagram, etc.). Remember that each platform has its own specific features and opportunities/limitations. Present your social media campaign in your PowerPoint presentation.

Assignment 5: Destination Analysis

Objective: To analyze a destination's tourism industry and identify potential opportunities for growth

Task:

- Choose a destination that is currently experiencing tourism growth. You can identify it by using apps such as Trip Advisor or Booking.com.
- Analyze the destination's tourism industry including its attractions, accommodation, transportation, and tourism infrastructure. Clearly describe them in your PowerPoint presentation.
- Using the information gathered, design a website that promotes the destination as a tourist destination and highlights its unique features. The website should have a clear structure. The website for the destination should be designed to provide visitors with all the information they need to plan their trip and have a great experience. Some of the main sections of a website for a tourist destination should include:
 1. Home page: The home page should be designed to grab visitors' attention and provide an overview of the destination, including its unique features, attractions, and experiences.
 2. About us: This section should provide background information about the destination, including its history, culture, and geography. It may also include information about the local community and its way of life.
 3. Things to do: This section should provide detailed information about the activities and attractions available in the destination, including outdoor activities, cultural experiences, and popular tourist spots.



4. Accommodations: This section should provide information about the range of accommodations available in the destination, including hotels, guesthouses, vacation rentals, and camping sites. It should include information on pricing, availability, and booking options.
5. Dining: This section should provide information about the range of dining options available in the destination, including local specialties and international cuisine. It may include information on popular restaurants, cafes, and food markets.
6. Events: This section should provide information about upcoming events in the destination, including festivals, concerts, and cultural celebrations. It should include dates, times, and locations, as well as ticketing information.
7. Transportation: This section should provide information about transportation options to and within the destination, including flights, trains, buses, and car rentals. It may also include information about local transportation options, such as taxis and public transit.
8. Travel tips: This section should provide practical information for visitors, including visa requirements, currency exchange rates, and local customs and etiquette. It may also include information on safety, health, and travel insurance.
9. Contact us: This section should provide contact information for the tourism board or visitor center, including email, phone, and social media channels. It may also include a contact form for visitors to submit inquiries or feedback.

Present this website in your slides.

Assignment 6: Hospitality Marketing

Objective: To develop a comprehensive marketing plan for a hospitality business

Task:

- Choose a hospitality business (e.g., a hotel, restaurant, etc.), and analyze its current marketing strategy. Clearly introduce your analysis in your PowerPoint presentation. You must focus on:
 1. Target Market: Identify the business's target market, including demographics, behaviors, and preferences.
 2. Marketing Channels: Analyze the marketing channels used by the business, including social media, email marketing, paid advertising, etc.
 3. Branding: Evaluate the business's branding, including its logo, color scheme, and language. Analyze whether the branding effectively communicates the business's unique selling proposition and resonates with the target market.
 4. Content Strategy: Analyze the business's content strategy, including the types of content produced, the frequency of content, and the channels used to distribute content.
 5. Online Reputation: Analyze the business's online reputation, including reviews on third-party websites such as TripAdvisor and Yelp. Evaluate the business's response to negative reviews and whether it effectively communicates with customers.
- Develop a comprehensive marketing plan that includes target audience, branding, social media strategy, and promotional activities. Your PowerPoint presentation should clearly showcase this.



Assignment 7: Event Planning

Objective: To plan and execute a successful event for a hospitality business

Task:

- Choose a hospitality business, such as a hotel or resort, and plan an event that is relevant to the business. Describe the type of event in your PowerPoint presentation, including the target audience it addresses.
- Develop a detailed event plan that includes logistics, marketing, and budget. This should be clearly described in your PowerPoint presentation.
- Create a social media campaign that promotes the event. Introduce the campaign in your PowerPoint presentation.

Assignment 8: Influencer Marketing

Objective: To develop an influencer marketing strategy for a tourism destination

Task:

- Choose a tourism destination and identify relevant influencers in the travel and tourism industry. You can use Instagram or TikTok to identify them.
- Develop an influencer marketing strategy that includes outreach and content creation. These should be clearly described in your PowerPoint presentation.
- Create a social media campaign across Instagram, Twitter, and Facebook that showcases the influencer content and promotes the destination to your target audience. Clearly describe this in your PowerPoint presentation.



Assignment 9: Destination Assessment

Objective: To assess the potential for tourism development in an underdeveloped destination

Task:

- Choose an underdeveloped destination that has potential for tourism development. You can choose a destination you are familiar with that suffers from this. Describe this destination in your PowerPoint presentation. Remember to describe factors such as the local economy, infrastructure, natural resources, and cultural assets.
- Develop a tourism development plan that leverages the destination's strengths and opportunities, while addressing any weaknesses or threats. The plan should include a series of actions, such as:
 1. Destination Assessment: A thorough assessment of the destination's current tourism offerings, infrastructure, and market position. This includes an analysis of existing tourism products and services, visitor trends, and competitor destinations.
 2. Market Analysis: A detailed analysis of the target market for the destination, including demographics, travel behaviors, and preferences. This includes an evaluation of market segments that have the most potential for growth and can provide insights into which products and services to develop.
 3. Tourism Goals and Objectives: A clear set of goals and objectives that outline what the destination hopes to achieve through tourism development.
 4. Product Development: A plan for developing new tourism products and services that meet the needs and preferences of the target market. This includes identifying gaps in the current tourism offerings and developing strategies for filling those gaps.
 5. Marketing and Promotion: A plan for marketing and promoting the destination to the target market. This includes developing a brand strategy, creating marketing materials, and selecting marketing channels that are most effective in reaching the target market.
 6. Infrastructure and Investment: A plan for improving tourism infrastructure, including transportation, accommodations, and attractions. This may include identifying areas where investment is needed.
 7. Community Engagement: A plan for engaging the local community in tourism development. This includes identifying opportunities for local businesses and residents to participate in the tourism industry and developing strategies for managing the impacts of tourism on the local community.
- Create a website or social media campaign that promotes the destination to potential visitors. This should be presented in your PowerPoint, describing the campaign and providing clear examples.



Assignment 10: Sustainable Tourism Development

Objective: To develop a sustainable tourism plan for an underdeveloped destination

Task:

- Choose an underdeveloped destination and identify its environmental, social, and economic challenges.
- Develop a sustainable tourism plan that balances economic development with environmental and social sustainability.
- Identify potential stakeholders and engage them in the planning process.
- Create a website or social media campaign that promotes the destination's commitment to sustainable tourism and encourages responsible travel.

Assignment 11: Community-Based Tourism

Objective: To develop a community-based tourism plan for an underdeveloped destination

Task:

- Choose an underdeveloped destination and identify its local communities and their cultural assets. Describe the community in your PowerPoint presentation.
- Develop in your PowerPoint presentation a community-based tourism plan that empowers local communities and leverages their cultural assets to create economic opportunities. The plan should include:
 1. **Community Engagement:** A process of engaging with local residents, businesses, and organizations to understand their needs, interests, and concerns regarding tourism development. This includes a community needs assessment and stakeholder mapping to identify key players and potential partners.
 2. **Tourism Goals and Objectives:** A clear set of goals and objectives that outline what the community hopes to achieve through tourism development.
 3. **Product Development:** A plan for developing new tourism products and services that reflect the local culture, heritage, and natural resources. This includes identifying existing assets and attractions that can be leveraged for tourism, as well as creating new products and services that meet the needs and preferences of tourists.
 4. **Marketing and Promotion:** A plan for marketing and promoting the community as a tourism destination. This includes developing a brand strategy, creating marketing materials, and selecting marketing channels that are most effective in reaching the target market.



5. Infrastructure and Investment: A plan for improving tourism infrastructure, including transportation, accommodations, and attractions. This may include identifying areas where investment is needed.
- Create a website or social media campaign that promotes the destination's unique cultural experiences and encourages visitors to support the local communities.