

COURSE SYLLABUS
ODD SEMESTER 2024/2025



Tourism Study Program
Department of Archaeology
Introduction to Tourism Studies
IBPW212102/ 3 Credits

Teaching Team:
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UNIVERSITAS GADJAH MADA
FACULTY OF CULTURAL SCIENCES
2024

	Universitas Gadjah Mada Faculty Of Cultural Sciences Department of Archaeology/Tourism Study Program Odd Semester 2022/2023				Document Code:	
						
COURSE SYLLABUS						
Course Code	Course Name	Weight (credit)		Semester	Course Status	Prerequisite Courses
PWS1101	Introduction to Tourism Studies	T: 3	P: 0	1	Mandatory	-
Course Brief Description	This course equips students with fundamental tourism knowledge encompassing the ontological, epistemological, and axiological aspects of tourism studies. It critically examines tourism phenomena through various theoretical approaches and employs a multidisciplinary project-based learning approach aimed at motivating students to collaborate across different fields of study. Project-based learning also serves as a component of student assessment and learning evaluation. Additionally, this course measures the improvement of each participant's independent learning capabilities.					
Learning Outcomes (CPL) Embedded to Course (MK)	CPL1	Master academic integrity concepts in the field of tourism				
	CPL2	Demonstrate independent, quality, and measurable performance.				
Course Learning Outcomes (CPMK)	Upon completing this course, students are expected to be able to:					
	CPMK1	Students will be able to explain tourism studies' ontological, epistemological, and axiological aspects.				
	CPMK2	Students will be able to explain the fundamental aspects of tourism studies.				
	CPMK3	Students will be able to conduct independent research on current tourism issues.				
	CPMK4	Students will be able to express informed opinions on contemporary tourism issues.				
Alignment of Course Learning Outcomes (CPMK) with Learning Materials, Learning Methods, and Time Allocation		Learning Materials		Learning Methods		Time Allocation
	CPMK1	1. Introduction to Tourism Studies: An Overview 2. Tourism as a Scientific Discipline		Interactive lectures and case discussions		3 meetings 3x50 minutes synchronous 3x60 minutes structured assignments

				3x60 minutes independent study
	CPMK2	- Aspects and Components of Tourism Systems - Psychological Aspects in Tourism Activities - Trends in Tourism	Interactive lectures and case discussions	4 Meetings 4x50 minutes synchronous 4x60 minutes structured assignments 4x60 minutes independent study
Midterm Project Proposal				
	CPMK3	- Tourism Development Policy (Environmental Perspective) - Development of Tourism Studies	Interactive lectures, case discussions, presentations	2 meetings 2x50 minutes synchronous 2x60 minutes structured assignments 2x60 minutes independent study
	CPMK4	- Supply Side and Demand Side in Tourism - Issues and Impacts of National Tourism Development	Interactive lectures, case discussions, presentations	2 meetings 2x50 minutes synchronous 2x60 minutes

							structured assignments 2x60 minutes independent study
	CPMK3&4	3. Strategic Issues in Tourism 4. Project Results Presentation	Interactive lectures, case discussions, presentations				3 meetings 3x50 minutes synchronous 3x60 minutes structured assignments 3x60 minutes independent study
	Final Exam / Project Results / Case Analysis Results						
Learning Method	Student-Centered Learning: Project-Based Learning						
Student Learning Experience	During Synchronous Sessions: Active participation in material and case discussions During Asynchronous/Independent/Structured Assignments: • Group study • Material reflection (using Wiki) • Literature review and community issue analysis • Project idea development						
Access to Learning Media / LMS and the Percentage of Offline & Online Learning	https://googleclassroom.com Offline: 60%; Online: 40%						
Assessment Methods and Alignment with CPMK	Assessment Type	Percentage	Criteria/Indicators	CPMK 1	CPMK 2	CPMK 3	CPMK 4
	Participatory Activities ^{*)}	20%	1. Contribution; Presentation [Presentation Rubric]			10%	10%

			0. Contribution [Wiki Activity Rubric]				
	Project Results/Case Study/PBL Outcomes^{*)}	40%	Problem Analysis; Project-based Learning Assessment Rubric	10%	10%	10%	10%
	Cognitive						
	Assignments	20%		5%	5%	5%	5%
	Quiz/	10%		5%		5%	
	Attendance	10%			5%		5%
	Total	100%					
	*) Can also be derived from mid-term or final exams that represent participatory activities or project/case study outcomes. Following IKU 7, the combined percentage of participatory activities and project/case study/PBL outcomes must be at least 50%.						
References	Required Reading Materials: 1. Ayikoru, M. (2009). Epistemology, Ontology and Tourism. In J. Tribe (Ed.). Philosophical Issues in Tourism (pp. 62 – 79). Bristol: Channel View Publication. 2. Cooper, C. (2008). An Introduction to Tourism. In C. Cooper., J. Fletcher., A. Fyall., D. Gilbert., S. Wanhill. (Eds.). Tourism Principles and Practice 4th edition (pp. 2 – 21). New York: Prentice Hall. 3. Goeldner, C. R., & Ritchie, J. B. (2007). Tourism principles, practices, philosophies. John Wiley & Sons. Heitmann, S. (2011). Tourist Behaviour and Tourism Motivation. In P. Robinson, S. Heitmann, P. Drieke (Eds). Research Theme in Tourism (pp. 32 – 44). Oxfordshire: CABI. 4. Leiper, N. (1979). The tourism framework: Towards a definition of tourism and the tourist industry. Annals of tourism research, 6(4), 390-407. 5. Leiper, N. (1990). Tourist attraction systems. Annals of tourism research, 17(3), 367-384. Lew, A. A., Hall, C. M., & Williams, A. M. (Eds.). (2014). The Wiley Blackwell companion to tourism. Wiley-Blackwell. 6. Lickorish, L. J., & Jenkins, C. L. (2007). Introduction to tourism (pp. 10 – 32). Routledge. Prentice, R. (2004). Tourist motivation and typologies. A companion to tourism, 261-279. UNWTO. (2014). Understanding The Tourism: Book Glossary.						
Name of lecturers (Team Teaching)	Dr. Mohammad Yusuf, M.A.						
Authorization	Drafting Date	Course Coordinator		Coordinator of Expertise (if any)		Head of Study Program	
	7 February 2023	Signature		Signature Full Name		Signature Dr. Wiwik Sushartami, M.A.	

Assessment Form

Quality	Outstanding			Excellent			Good			Fair				Fail
Grades	4,00	3,75	3,50	3,25	3,00	2,75	2,50	2,25	2,00	1,75	1,50	1,25	1,00	0
Grade Point (Letter Grade)	A	A-	A/B	B+	B	B-	B/C	C+	C	C-	C/D	D+	D	E

Assessment Rubric

Assignment Type	Criteria	Grade			
		A (4,00/4,00)	B (3,00/4,00)	C (2,00/4,00)	D (1,00/4,00)
Paper/Essay/ Review	Content	Superior comprehension, argumentation, and analysis	Good comprehension, argumentation, and analysis	Adequate comprehension, argumentation, and analysis	Poor comprehension, argumentation, and analysis
	Process	Excellent writing, highly effective, superior written language formulation	Good writing with practical language usage	Below-average writing, ineffective language usage	Poor writing, ineffective language usage
	Relation	Well-researched, exceptional understanding of literature, exemplary use of references	Well-researched, good understanding of literature, appropriate use of references	Adequate understanding of literature, sufficient use of references	Poor knowledge of literature, inadequate use of references
Presentation	Content	Exceptional understanding with highly detailed topic explanation	Good knowledge with a somewhat detailed topic explanation	Adequate understanding with insufficient topic explanation	Limited understanding with poor topic explanation
	Process	Outstanding delivery, engages the entire audience, effective time management.	Good delivery, engages half the audience, good time management	Adequate delivery, engages some audience, limited time for discussion	Poor delivery fails to engage the audience, exceeds the time limit
	Relation	High involvement, significant	Good involvement successfully	Adequate involvement generates	Poor involvement fails to create

		contribution to audience understanding of the topic	generates audience interest in the topic	interest but somewhat confusing topic discussion	audience interest
Participation	Content	Outstanding, authentic contribution to class activities	Exemplary contribution to class activities	Adequate contribution to class activities	Poor contribution to class activities
	Process	Perfect attendance and consistently punctual	Good attendance record	Adequate attendance	Attendance below 75%
	Relation	Exceptionally attentive, considerate of others	Attentive, mindful of others	Moderately attentive, somewhat considerate of others	Inattentive, inconsiderate of others
<i>Class Project</i>	Content	Exceptional problem identification, outstanding impact	Suitable problem identification, positive impact	Adequate problem identification, moderate impact	Poor problem identification, minimal impact
	Process	Exceptional team/individual work capability	Good team/individual work capability	Adequate team/individual work capability	Poor team/individual work capability
	Relation	Excellent and actively involved	Good involvement	Adequate involvement	Poor involvement