



**FAIRLEIGH
DICKINSON
UNIVERSITY**

Vancouver Campus

Vision Statement – The International School of Hospitality, Sports, and Tourism Management will consistently deliver a unique academic experience to our students who will make a positive impact on industry and society.

Mission Statement – The mission of the International School of Hospitality, Sports, and Tourism Management is to deliver exceptional quality curricula and to produce world-class graduates who possess integrity and wisdom in preparation for leadership careers among culturally and commercially diverse organizations in the international hospitality and tourism industry.

First Nations Acknowledgement – FDU-Vancouver acknowledges that we are located in the traditional and unceded territory of the Coast Salish Peoples, the traditional territories of the Squamish, Musqueam, and Tsleil-Waututh First Nations.

Course Title:	Social Media in Hospitality	Semester/Year:	Spring 2024
Course Catalog Number:	HRTM 7754	Instructor:	Dr. Michael Lever
Location:	Campus: Vancouver Classroom: Cambie 259	Meeting Time:	9:00 am - 11:50 am
Contact Information:	Email: m.lever@fd�.edu Phone: 604-648-4409 Office: Room 253 Office Hours: Wed. & Thurs. 1-2:30 pm	Meeting Dates:	Every Thursday between 22-Jan-2024 and 24-Apr-2024 (unless otherwise posted)
Course Description:	This course is designed to teach students the conceptual foundation and practical techniques necessary for creating a comprehensive and effective social media marketing plan after a detailed study of social media marketing, goals, and strategies.		
Optional Materials:	All materials for this course will be provided to you every week on WebCampus. Expect to spend about 3-4 hours per week preparing for the upcoming lecture (excluding time spent on any homework or assignments).		
Course Learning Outcomes (CLOs):	<p>Upon course completion, students will be able to:</p> <p>CLO 1: Utilize advanced research methods to analyze current social media trends and theories in the hospitality industry, including critical evaluation of scholarly sources.</p> <p>CLO 2: Gain a thorough understanding of key social media concepts and frameworks in hospitality, with an emphasis on critical comprehension and practical application.</p> <p>CLO 3: Work collaboratively with peers to examine social media challenges and opportunities in hospitality through group projects and discussions.</p> <p>CLO 4: Synthesize course knowledge to create a comprehensive end-of-term project, integrating theory, empirical findings, and practical insights for social media in hospitality.</p> <p>CLO 5: Demonstrate effective communication skills in presenting and defending the end-of-term project, including creating compelling presentations and responding to critiques.</p>		

	<table><tr><td></td><td>PLO 1 – Global Comp.</td><td>PLO 2 – Cultural Comp.</td><td>PLO 3 – Managerial Com.</td><td>PLO 4 – Quant. Literacy</td><td>PLO 5 – Strategic Orient.</td><td>PLO 6 – Oral/ Written Comm.</td><td>PLO 7 – Info. Literacy</td></tr><tr><td>CLO 1</td><td>I</td><td></td><td>I</td><td></td><td>I</td><td></td><td>I</td></tr><tr><td>CLO 2</td><td></td><td></td><td>I</td><td></td><td>I</td><td></td><td>I</td></tr><tr><td>CLO 3</td><td></td><td>I</td><td>I</td><td></td><td></td><td>I</td><td></td></tr><tr><td>CLO 4</td><td></td><td></td><td>I</td><td></td><td>I</td><td>I</td><td>I</td></tr><tr><td>CLO 5</td><td></td><td></td><td></td><td></td><td></td><td>I</td><td></td></tr><tr><td colspan="8">I = Introduce; R = Reinforce; M = Master; A = Assessed</td></tr></table>		PLO 1 – Global Comp.	PLO 2 – Cultural Comp.	PLO 3 – Managerial Com.	PLO 4 – Quant. Literacy	PLO 5 – Strategic Orient.	PLO 6 – Oral/ Written Comm.	PLO 7 – Info. Literacy	CLO 1	I		I		I		I	CLO 2			I		I		I	CLO 3		I	I			I		CLO 4			I		I	I	I	CLO 5						I		I = Introduce; R = Reinforce; M = Master; A = Assessed							
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Learning Objectives:	<ul style="list-style-type: none">• Explore contemporary research topics in social media and hospitality• Critically evaluate academic literature on social media in hospitality• Apply theoretical knowledge to real-world scenarios• Create and develop a strategic YouTube channel dedicated to the hospitality sector• Demonstrate effective communication and engagement in class and online																																																								
Evaluation and Grading:	<p><u>Evaluation</u></p> <p>All the scores are weighted, and earned scores are keyed in on Grade Center on WebCampus as the semester progresses.</p> <table><tr><th colspan="2">Grading Breakdown</th></tr><tr><td>Article Summary Presentation</td><td>10%</td></tr><tr><td>Weekly Reflective Journal Entries</td><td>30%</td></tr><tr><td>In-class Participation (class discussions, case studies, debates, etc.)</td><td>40%</td></tr><tr><td>Final Term Project – Create a YouTube channel</td><td>20%</td></tr><tr><td>Total</td><td>100%</td></tr><tr><td><i>Bonus: Online Discussion Forum</i></td><td><i>5%</i></td></tr></table> <p><u>Grading:</u></p> <p>For this course, the letter grades will be interpreted as follows:</p> <table><tr><th>Grade</th><th>% points</th><th>Grade value</th></tr><tr><td>A</td><td>94-100</td><td>4.0</td></tr><tr><td>A-</td><td>90-93.9</td><td>3.67</td></tr><tr><td>B+</td><td>87-89.9</td><td>3.33</td></tr><tr><td>B</td><td>84-86.9</td><td>3.0</td></tr><tr><td>B-</td><td>80-83.9</td><td>2.67</td></tr><tr><td>C+</td><td>77-79.9</td><td>2.33</td></tr><tr><td>C</td><td>70-76.9</td><td>2.0</td></tr><tr><td>F</td><td>Below 70</td><td>0.0</td></tr></table> <p><u>Qualitative Grading Explanation:</u></p> <p>A = Is used to recognize excellent work, that is work that stands out in comparison with that of other students at FDU, now and in the past, and that might attract the interest and appreciation</p>	Grading Breakdown		Article Summary Presentation	10%	Weekly Reflective Journal Entries	30%	In-class Participation (class discussions, case studies, debates, etc.)	40%	Final Term Project – Create a YouTube channel	20%	Total	100%	<i>Bonus: Online Discussion Forum</i>	<i>5%</i>	Grade	% points	Grade value	A	94-100	4.0	A-	90-93.9	3.67	B+	87-89.9	3.33	B	84-86.9	3.0	B-	80-83.9	2.67	C+	77-79.9	2.33	C	70-76.9	2.0	F	Below 70	0.0															
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	<p>of others working in the field. The work is both competently presented and innovative. An "A" is typically reserved for a few elite individuals.</p> <p>B = Is used to acknowledge competent treatment of assigned material. Competent treatment includes coherent, internally consistent writing, professionally presented (grammatically correct, etc.), as well as insightful and interpretive. The words “well done” are also used to recognize this level of work. A grade of "B" is reserved for students who exceed adequate performance and show considerable promise for being highly effective.</p> <p>C = Is used to acknowledge adequate work that is acceptable in the knowledge reflected but is either flawed in its presentation or lacking in insight and interpretation or both. The word “ok” may be used to reflect this judgment.</p> <p>F = Is used to recognize unacceptable work. A failing mark of "F" is reserved for a few individuals (many of whom receive this mark because of circumstances that create difficulties with time and concentration or a lack of effort).</p>
Assignments and Other Instructor Policy:	<p><u>Article Summary Presentation – Specific date TBD = 10%</u> Starting in Week 2, student pairs will present a brief PowerPoint presentation to the class that summarizes the readings from that week. Each team of 2-3 students will only need to prepare one presentation for the semester. The presentation will include an introduction, context, and significance of the paper, main concepts and findings, a brief analysis of the paper’s strengths and weaknesses, a conclusion and personal insights or reflections on how this paper might influence industry or academic discourse, and a Q&A session. A complete set of guidelines and a rubric can be found on the assignments page titled ‘Article Summary Presentations’ in WebCampus. Students will be randomly sorted into groups in class in Week 1.</p> <p><u>Weekly Reflective Journal Entries – Weeks 2 to 12 = 30% (3% each)</u> It is important that students individually demonstrate a familiarity with the topic each week and can integrate the learnings from each subject into an end-of-term project. The weekly reflections will give students a chance to think through the various concepts, theories, and applications of that week’s learnings and consider how they might express their thoughts in a YouTube channel project to be presented at the end of the semester (see “Final Term Project” below for more information). Specific instructions and a rubric for your entries are available in WebCampus. The first entry will be due the night before the Week 3 lecture.</p> <p><u>In-Class Participation – Weeks 1 to 12 = 40%</u> This course is heavily discussion-oriented. Given the relatively large class size and diversity of student's knowledge and experiences in the classroom, there is an excellent chance for meaningful and deep conversations regarding the assigned readings and their impact on the hospitality industry. You’ll notice that there are virtually no assignments in this course and no midterm or final exam. Using Bloom’s Taxonomy as a pedagogical foundation, I am most interested in your ability to understand, apply, analyze, evaluate, and create new ideas rather than merely recall or memorize facts. You can learn more about Bloom’s Taxonomy here: https://www.depauw.edu/files/resources/krathwohl.pdf.</p> <p>Participation goes beyond attending class each week by reading and understanding the assigned material ahead of time on your own. Once in class, you are expected to contribute to class activities and discussions, ask and respond to direct questions, and engage with your professor and peers. Trust me when I say that no one (including me!) wants to hear me speak on my own</p>

for three consecutive hours each week. As with most things in life, you will get out of this class what you put into it.

Your participation will be assessed based on your participation relative to your peers. That means that most of you will earn a 'B' grade, then a 'C' grade, with a few individuals earning an 'A' grade and a minimal number of students ending below a 'C'.

The rubric has four broad participation categories: engagement and active participation, preparation, communication and listening, and attitude and behaviour. A rubric has been provided in WebCampus indicating the expectations of each level. Please familiarize yourself with this rubric before arriving at our first class. The grade will be divided into two parts, each worth 20%, to show your midterm progress and allow changes to your approach before it is too late. You may also check with me at any time during the semester to see how you are performing relative to your peers.

Final Term Project – YouTube Channel – Weeks 12 to 14 – 20%

In Weeks 12 and 13, you will build a YouTube channel to be recorded and uploaded to WebCampus for the class to view in Week 14. You will use Canva to develop your channel (I'll explain how in Week 12), so you don't need any prior coding or technological skills to complete this project.

The content of the videos will focus on the insights derived from your weekly reflection journal entries. It will include a discussion of how hospitality managers can practically apply the topics covered in the course to improve guests' experiences, satisfaction, revisit intentions, loyalty, perceptions, emotions, and other relevant factors. Ensure each video is well-organized, concise, and follows a clear structure. Aim for a total video duration across all videos not exceeding 8 minutes.

Upload the link to your completed YouTube channel to WebCampus no later than 11:59 p.m. on April 24th. Ensure the link is accessible and permissions are set to public or unlisted, allowing the instructor and classmates to view your content. There will not be time during class on the 25th to troubleshoot broken or missing links.

Your project will be evaluated based on creativity, clarity of presentation, alignment with course concepts, visual appeal, and overall effectiveness in conveying your insights on improving the guest experience in the hospitality industry. This project offers you the chance to synthesize your learning in a practical and engaging way. Be creative, have fun, and let's see what everyone comes up with!

Bonus: Online Discussion Forum – Weeks 2 to 12 – 5%

For various reasons, it will not always be easy to voice your thoughts or ideas each week in class. For instance, maybe you were sick the days leading to class and had less time to prepare. Or perhaps you are naturally introverted and have difficulty finding an opportunity to speak up. To help you, I've opened an online discussion forum in the course that will allow all students to 'boost' their participation grade by continuing the class conversation on WebCampus. Each week's topic will become available immediately after class and remain open until the following class. If you miss a week, you will not have the opportunity to return, so take advantage of the forum while you can!

Note:

	<ul style="list-style-type: none"> - All written assignments must be submitted through Safe Assign on time. - Please turn off cellular telephones and anything electronic during class time. - In this course, Wikipedia will NOT be recognized as a source for research and will not be accepted as a citation/reference in any research paper assigned in this course. - Each student must attend at least 85% of the scheduled class meetings to complete this course satisfactorily. You are allowed a maximum of 2 [two] unexcused absences. You will not pass this course if you miss more than 2 [two] class sessions without a valid absence. If you miss class for a valid reason (religious accommodation, medical emergencies, etc.), please email the instructor beforehand (or as soon as possible) to avoid penalty. - The class will commence at the scheduled time. Please arrive on time so your late arrival will not disturb the class that is already in progress. Attendance will be taken at the beginning of each class; those who arrive after attendance will be considered late, and two late arrivals will constitute one absence. <p>Other:</p> <ul style="list-style-type: none"> - The class will be an interactive discussion between the instructor and the students, hence the importance of reading the assigned articles before class. - Should you not be able to attend a class, please give advance notification to the instructor. - The use of generative AI tools (e.g., ChatGPT) must be explicitly referenced in any of your writing or assignments throughout the semester. Using AI for initial idea brainstorming is acceptable if the writing is still your own. If you are caught using AI to write your assignments, you will automatically fail the assignment and potentially the course, depending on the severity of the cheating. Passing off work you didn't create or properly cite is plagiarism and will be treated as such in this course. See 'Academic Integrity Policy' below for more information. - Late assignments will automatically receive one grade lower per day unless arranged with the instructor before the due date.
Academic Integrity Policy:	<p>Students enrolled at Fairleigh Dickinson University are expected to maintain the highest standards of academic honesty. Students have the responsibility to each other to make known the existence of academic dishonesty to their course instructor and then, if necessary, the department chair or the academic dean of their college. Course instructors are responsible for stating in advance in their syllabi any policies and procedures concerning examinations and other academic exercises specific to their courses. Students should request this information if not distributed by the instructor.</p> <p>Academic dishonesty includes, but is not necessarily limited to, the following:</p> <ol style="list-style-type: none"> 1. Cheating—Giving or receiving unauthorized assistance in any academic exercise or examination. Using or attempting to use unauthorized materials, information, or study aids in an examination or academic exercise. 2. Plagiarism—Representing the ideas or language of others as one's own. 3. Falsification—Falsifying or inventing any information, data, or citation in an academic exercise. 4. Multiple Submission—Submitting substantial portions of any academic exercise more than once for credit without the prior authorization and approval of the current instructor.

	<ol style="list-style-type: none"> 5. Complicity—Facilitating any of the above actions or performing work that another student presents as an assignment. 6. Interference—Interfering with the ability of a student to perform their assignments. <p>Sanctions: Any student found guilty of academic dishonesty will, for the first offence, receive one or a combination of the following penalties:</p> <ol style="list-style-type: none"> 1. No credit (0) or Failure for the academic exercise 2. Reduced grade for the course 3. A Failure in the Course identified on the student's permanent record card as permanent and cannot be removed. 4. Recommendation for Academic Probation to the dean's office.
Diversity, Equity, and Inclusion / Bullying & Harassment Statement:	<p>FDU-Vancouver values respect for the person and ideas of all members of the academic community. Harassment and discrimination are not tolerated nor is suppression of academic freedom. The Fairleigh Dickinson University Policy on Prohibited Discrimination, Harassment and Related Misconduct prohibits all forms of discrimination and harassment based on protected status. It also expressly prohibits related conduct, including sexual and gender-based harassment, sexual assault, sexual exploitation, stalking and interpersonal violence, which need not be based on the individual's protected status. In addition, the Policy prohibits complicity for knowingly assisting in an act that violates the Policy and retaliation against an individual because of their good faith participation in the reporting, investigation, or adjudication of violations of the Policy. University students and employees who violate the Policy will be met with appropriate disciplinary action, up to and including dismissal, expulsion or termination from the University. The full policy can be found at https://portal.fdu.edu/studentlife/2018/policy-on-prohibited-discrimination.pdf. For reports of harassment against students on the Vancouver Campus, contact Jobin Mojtabavi, Director of Student Services, at jobin@fdu.edu or via phone at (604) 648-4465.</p>
Student Academic Services:	<p>Any student with documented medical, psychological or learning disabilities who feels they may need in-class academic adjustments, reasonable modifications, and auxiliary aids and services while taking this course should first contact the Disability Support Services (DSS) to discuss their specific needs. Once DSS approves the academic adjustments, modifications, or auxiliary aids and services, make an appointment to see the professor.</p>

*Course Schedule

WEEK	DATES	TOPICS	READINGS (MUST READ <i>BEFORE</i> CLASS! IF MORE THAN TWO READINGS, <u>PICK TWO</u> FROM EACH WEEK'S TOPIC)	WEEKLY PRESENTERS
1	25-Jan	Introduction to Social Media in Hospitality & Tourism Class Introductions; Course Overview (WebCampus layout, deliverables, deadlines, etc.); Social media industry impact; Discussion of course topics, major authors and outlets	Leung, D., Law, R., Van Hoof, H., & Buhalis, D. (2013). Social media in tourism and hospitality: A literature review. <i>Journal of Travel & Tourism Marketing</i> , 30(1-2), 3-22. Nusair, K., Butt, I., & Nikhashemi, S. R. (2019). A bibliometric analysis of social media in hospitality and tourism research. <i>International Journal of Contemporary Hospitality Management</i> , 31(7), 2691-2719. Chu, S. C., Deng, T., & Cheng, H. (2020). The role of social media advertising in hospitality, tourism and travel: a literature review and research agenda. <i>International Journal of Contemporary Hospitality Management</i> , 32(11), 3419-3438.	N/A
2	1-Feb	Place Marketing Sub-topics: Tourism management and marketing; Destination image; Place branding; Reputation co-creation; e-Word-of-Mouth (eWOM)	Buhalis, D., & Inversini, A. (2014). Tourism branding, identity, reputation co-creation, and word-of-mouth in the age of social media. In <i>Tourism Management, Marketing, and Development: Volume I: The Importance of Networks and ICTs</i> (pp. 15-40). New York: Palgrave Macmillan US. Garay, L. (2019). #Visitspain. Breaking down affective and cognitive attributes in the social media construction of the tourist destination image. <i>Tourism Management Perspectives</i> , 32, 100560. Lever, M. W., & Elliot, S. (2019). The Northern Likes: The Case of Northwest Territories' Social Media Campaign. <i>Journal of Hospitality & Tourism Cases</i> , 7(3), 37-46.	Nimani, Smela, & Anand
3	8-Feb	Guest Attitudes & Engagement Sub-topics: Engagement; Experience; Destination Advocacy	Aydin, G. (2020). Social media engagement and organic post effectiveness: A roadmap for increasing the effectiveness of social media use in hospitality industry. <i>Journal of Hospitality Marketing & Management</i> , 29(1), 1-21. Lever, M. W., Elliot, S., & Joppe, M. (2021). Exploring destination advocacy behavior in a virtual travel community. <i>Journal of Travel & Tourism Marketing</i> , 38(5), 431-443. Veríssimo, M., & Menezes, N. (2015). Social media as a tool to enhance customer experience in hospitality industry. <i>Portuguese Journal of Marketing/ Revista Portuguesa de Marketing</i> , 34.	Dhaval, Sam, & Huzaifa
4	15-Feb	Host-Guest Relationships Sub-topics: Resident perceptions of tourism; Tourism impacts (e.g., overtourism); Social Exchange	Dodds, R., & Butler, R. (2019). The phenomena of overtourism: A review. <i>International Journal of Tourism Cities</i> , 5(4), 519-528. Camilleri, J., & Neuhofer, B. (2017). Value co-creation and co-destruction in the Airbnb sharing economy. <i>International Journal of Contemporary Hospitality Management</i> , 29(9), 2322-2340. Xue, L., Leung, X. Y., & Ma, S. D. (2022). What makes a good "guest"? Evidence from Airbnb hosts' reviews. <i>Annals of Tourism Research</i> , 95, 103426.	Helen, Jannat, & Dona

5	22-Feb	Digital Social Interrelationships Sub-Topics: Social networks; Social identity; Uses and gratification theory	Lever, M. W., Elliot, S., & Joppe, M. (2023). Pride and promotion: Exploring relationships between national identification, destination advocacy, tourism ethnocentrism and destination image. <i>Journal of Vacation Marketing</i> , 29(4), 537-554. Choi, E. K., Fowler, D., Goh, B., & Yuan, J. (2016). Social media marketing: Applying the uses and gratifications theory in the hotel industry. <i>Journal of Hospitality Marketing & Management</i> , 25(7), 771-796.	Joey & Guillermo
6	29-Feb	Sustainability in the Hospitality Industry Sub-topics: Corporate social responsibility; Ecotourism; Food tourism; Sustainable business practices	Ahmad, N., Ahmad, A., Lewandowska, A., & Han, H. (2023). From screen to service: How corporate social responsibility messages on social media shape hotel consumer advocacy. <i>Journal of Hospitality Marketing & Management</i> , 1-30. Cong, L., Wu, B., Morrison, A. M., Shu, H., & Wang, M. (2014). Analysis of wildlife tourism experiences with endangered species: An exploratory study of encounters with giant pandas in Chengdu, China. <i>Tourism Management</i> , 40, 300-310.	Navreet & Manoj
7	7-Mar	No class – Michael away at BC Tourism Industry Conference		
8	14-Mar	Destination Culture and Heritage Sub-topics: Tourism education; Authenticity; Cultural property	Ghermandi, A., Camacho-Valdez, V., & Trejo-Espinosa, H. (2020). Social media-based analysis of cultural ecosystem services and heritage tourism in a coastal region of Mexico. <i>Tourism Management</i> , 77, 104002. Zhiqi, L., & Rasoolimanesh, S. M. (2023). Influencing factors on the intention of sharing heritage tourism experience in social media. <i>Journal of Hospitality and Tourism Technology</i> , 14(4), 675-700.	Aqsa & Abish
9	21-Mar	Traveller Sentiments and Emotions Sub-topics: Motivation; Online reviews; Tourist Emotions; Storytelling Introducing the Final Term Project Teams and Hospitality Businesses	Baker, M. A., & Kim, K. (2019). Value destruction in exaggerated online reviews: The effects of emotion, language, and trustworthiness. <i>International Journal of Contemporary Hospitality Management</i> , 31(4), 1956-1976. https://doi.org/10.1108/IJCHM-03-2018-0247 Lever, M. W., & Elliot, S. (2023). A picture is worth a thousand shares: The case of Destination Canada's social media visual storytelling campaign. <i>Journal of Hospitality & Tourism Cases</i> , 21649987231208765.	Maya & Min Che
10	28-Mar	Guest Loyalty Sub-topics: Brand loyalty, Guest loyalty, Decision-making, Perceived value, (Re)visit intentions	Almeida-Santana, A., & Moreno-Gil, S. (2017). New trends in information search and their influence on destination loyalty: Digital destinations and relationship marketing. <i>Journal of Destination Marketing & Management</i> , 6(2), 150-161. Ho, J. L., Chen, K. Y., Wang, L. H., Yeh, S. S., & Huan, T. C. (2022). Exploring the impact of social media platform image on hotel customers' visit intention. <i>International Journal of Contemporary Hospitality Management</i> , 34(11), 4206-4226. Mirzaalian, F., & Halpenny, E. (2021). Exploring destination loyalty: Application of social media analytics in a nature-based tourism setting. <i>Journal of Destination Marketing & Management</i> , 20, 100598.	Chavini, Shay, & Maryam

11	4-Apr	Global Hospitality & Tourism Trends and Challenges Sub-topics: COVID-19; Developing and developed countries; Globalization; Domestic vs. International tourism	Elliot, S., & Lever, M. W. (2024). You want to go where? Shifts in social media behaviour during the COVID-19 pandemic. <i>Annals of Leisure Research</i> , 27(1), 152-166. Mulvey, M. S., Lever, M. W., & Elliot, S. (2020). A cross-national comparison of intragenerational variability in social media sharing. <i>Journal of Travel Research</i> , 59(7), 1204-1220.	Dee & Niraj
12	11-Apr	Service Quality Sub-topics: Self-actualization, service quality; Credibility; Service attributes; Performance; Satisfaction	Dedeoglu, B. B. (2019). Are information quality and source credibility really important for shared content on social media? The moderating role of gender. <i>International Journal of Contemporary Hospitality Management</i> , 31(1), 513-534. Ha, E. Y., & Lee, H. (2018). Projecting service quality: The effects of social media reviews on service perception. <i>International Journal of Hospitality Management</i> , 69, 132-141.	Jessica & Aashish
13	18-Apr	Workshop – YouTube channel creation (drop-in session, attendance optional but encouraged)		
14	25-Apr	Showcase of YouTube channel videos (peer-evaluated) Student Course Award Ceremony / Wrap-up YouTube Channel Comments due April 26th at 11:59 p.m.		

The course syllabus is a general plan for the course; deviations announced to the class by the instructor may be necessary.