



## *Subject Guide*

TY · MANAGEMENT · MARKETING · BUSINESS · ACCOUNTING · FINANCE · ECONOMICS · TOURISM · HOSPITALITY · MANA

# SCHOOL OF BUSINESS

Faculty of Law, Business & the Creative Arts

## **TO3032:03 TOURISM TRANSPORT & TECHNOLOGY**

Townsville & Cairns Campuses, Study Period 7, 2008

[www.jcu.edu.au/business/](http://www.jcu.edu.au/business/)

AUSTRALIA'S LEADING TROPICAL RESEARCH UNIVERSITY



# JCU

JAMES COOK UNIVERSITY

# TO3032:03 TOURISM TRANSPORT & TECHNOLOGY

## SUBJECT GUIDE 2008

Study Period 7, Townsville & Cairns Campuses

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### 1 SCHOOL OVERVIEW

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The School of Business is at the forefront of innovation in business education. With a focus on internationalisation, growth and innovation, the school's courses combine discipline-based excellence with practical application. The school is one of the largest schools at JCU in terms of student numbers and operates on campuses at Townsville and Cairns. In addition, it has operations in Brisbane and Singapore and cooperates with leading international institutions, including universities and colleges in Guangzhou, Xi'an, Hong Kong and Kuala Lumpur.

A range of awards are offered by the School, including Bachelor's degrees in areas related to business, commerce, economics, hospitality management, and tourism management. Graduate coursework degrees are also available, including the Master of Business Administration (MBA), Master of Professional Accounting (MPA) and the Master of Tourism. Research degrees at both the Masters and Doctoral level are available.

The School encourages high performing students – those averaging credits and distinctions – to undertake an Honours degree. Students in Honours have intensive interactions with senior staff and a small number of other students. Honours students from JCU have an outstanding record of gaining quality jobs in government and consulting circles and a number of students have won *Australian Postgraduate Award* scholarships and stayed on to study for PhD courses and work as research officers and tutors.

The School strives to foster a teaching and learning environment in which you are challenged and inspired to perform at your best. The JCU School of Business seeks to serve its region by becoming an international leader in the pursuit, dissemination, and analysis of knowledge relevant to the field of global business.

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Prepared by Bruce Prideaux for the School of Business, James Cook University.

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## 2 SUBJECT AT A GLANCE

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The following summary provides a quick reference to the most important aspects of this subject. Please ensure that you have read the entire guide in full.

### Staff Contact Details

The following staff members are responsible for the preparation or delivery of this subject. Please contact the relevant staff member if you have any concerns during the study period.

	Name	Room	Phone	Email
<b>Subject Coordinator</b>	Bruce Prideaux	A1.229	40421039	

\* Consultation times by appointment only.

### Class Times and Contact Details

This subject is taught in block mode using a format of intensive lectures and field trips. Students are expected to attend all of the learning activities for the subject. For class times please refer to the itinerary at the end of this subject outline. All class sessions are in room A1.018.

### Assessment Summary

The assessment structure has been designed to give students an opportunity to develop and demonstrate both individual ability as well as teamwork. The assessment has been tailored around the field trips, readings and lectures for the subject. A summary of the assessable items for TO3032 is provided in the table below.

Assessment	Invigilated	Weight	Due Date
1. Lecture Quizzes (5x10%)	✓	50%	15, 16, 17, 18 July
2. Transport Essay 1		20%	8 August, 2008, 5pm
3. Transport Essay 2		30%	29 August, 2008, 5pm

You are not required to satisfy the examiners in *all* assessment tasks but you must obtain a final mark of at least 50% to pass the subject. In addition, you must obtain at least an average of 40% over all *invigilated* components within a subject to pass the subject overall. No individual assessment piece should be taken as an indication of your final grade. Raw marks may be subject to moderation or scaling.

Quizzes will be returned to students 1-2 days after each test. Feedback on the Transport Essays will be provided in written form within 3 weeks of the due dates.

## 3 SUBJECT DETAILS

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### Subject Description

This subject acquaints students with international and sub-regional transport modes, networks and patterns, passenger flows and regulation. There is a strong focus on aviation, airports, cruise shipping and surface transport.

### Subject Learning Outcomes

As a student it is important for you to understand how the learning outcomes identified by the subject coordinator are achieved throughout the subject. The following table shows the alignment between content, assessment and learning outcomes.

Subject Learning Outcomes	Related Content / Assessment
1. Understand the structure, nature and operation of global transportation	Module 1, Quizzes
2. Explore the role of various transport providers in the tourism industry	Modules 1-8, field trips, quizzes & essay assessment

These are the learning outcomes for the subject. Specific learning outcomes for workshops will be provided to students throughout the course of the subject.

### Approaches to Teaching and Learning

This subject uses a combination of approaches to teaching and learning, including both student centred and teacher directed approaches. The content of the subject is disseminated using a variety of teaching strategies including lectures, case studies, readings, and field visits. At the beginning of each lecture, students will be made aware of the expected learning outcomes and how such outcomes are relevant to tourism.

*You are expected to be an active participant in the learning process and are encouraged to participate in lectures, field trips, active reading and other activities.*

Beyond the classroom, your learning experience will be greatly enhanced if you collaborate and share ideas with other students. One easy way to achieve this is to form a **study group** with 2-3 other students with similar needs and expectations. Your lecturer can assist with this.

## 4 SUBJECT READINGS AND RESOURCES

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### Reference List

There is no textbook for this subject. A detailed reference list has been included later in this subject guide to assist you with learning in this subject. You will not gain all you need to know about tourism transport and technology from the lectures and the field trips. In order to excel in your assessment pieces you will be expected to demonstrate some evidence of reading.

### Subject Website on LearnJCU

Access the subject website through *LearnJCU* at <http://learnjcu.jcu.edu.au> for lecture notes, handouts, assessment summaries and more! Login using your JCU email username and password.

## 5 ASSESSMENT DETAILS

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### 1. Lecture Quizzes (50%)

**Task:** Five lecture quizzes will be held to test your knowledge of the concepts covered on the preceding day in lectures and field trips. Each quiz is worth 10%, for a total of 50%. The quizzes will consist of two short-answer questions to be completed in a 20-minute time frame. The questions will be drawn from material presented in lectures and field trips on the day preceding the quiz. Students who miss a quiz for medical or personal reasons must present documentation (medical certificate, statutory declaration etc.) if they wish to sit the test at another time. This assessment replaces the formal exam that would normally be undertaken in a semester subject.

**Purpose:** The purpose of this assessment is to test your understanding of the contemporary issues, challenges and trends in airlines, cruise shipping, road and rail transport.

**Assessment:** Your quizzes will be marked by the subject coordinator and returned within 1-2 days so that you can keep track of your progress. Marking will focus on the quality of your answers in terms of coherence, detail and correctness.

### 2. Transport Essay 1 (20%)

**Task:**

Prepare a briefing paper that could be used to inform the tourism industry about the possible impact of rising oil prices on tourism transport to destinations where distance is a major factor (eg. Europe to Cairns). You should include issues such as the likely impact on airlines, road travel and the use of public transport. **2000 words.**

**Purpose:** As a tourism manager it is essential that you are aware of the major factors that impact on the tourism industry. It is also important for managers to possess the skills to scan a range of information sources and prepare concise reports that identify the problem, its causes and assess the impact. For background reading look for references on peak oil.

**Assessment:** The briefing paper will be marked based on the criteria sheet presented in the next section of this guide. Key criteria include the need to demonstrate a good understanding of the elements of current oil crisis, the ability to consult a range of academic and non academic sources and the ability to develop an assessment of possible implications. A HD quality piece of work on this topic would contain more than 15 references including 4 academic sources, some of which will be found in the non tourism literature. Sources must be referenced using the **APA format.**

### 3. Transport Essay (30%)

**Task:** You will be required to write a **3000 word** essay examining the issues and trends in tourism transportation. This is a major piece of assessment requiring individual research and should reflect the latest academic and professional literature on your chosen topic. You must select one of the following topics:

1. What is meant by the deregulation and privatisation of the aviation sector? How has the deregulation of airlines impacted on tourism and aviation nationally and internationally?
2. The use of frequent flyer programs is now common in the aviation sector. Examine the purpose and pros and cons of frequent flyer programs and comment on recent developments in this area.
3. Cruise Shipping is reported to be one of the fastest growing modes of transport. Are such claims accurate? Review the global cruise-shipping sector and examine the growth of this transport mode in the Asia/Pacific region. What are some of the costs and benefits of this style of tourism for destinations?
4. Recent developments have brought the prospect of space tourism closer to reality. Outline the advances that have been made up to now in the area of commercial space tourism. Critically evaluate some of the future proposals for commercial space transport and tourism. What are the opportunities and challenges for space tourism?

5. What role does transport play in the development of tourism destinations? Examine the links between transport and tourism and consider the impacts of transport infrastructure on destinations. Your essay should be supported by examples and case studies illustrating how transport has contributed to the development of selected destinations.

**Purpose:** The purpose of this assessment is to develop a detailed understanding in one area of tourism transport through extensive reading.

**Assessment:** Your mark will be based on your writing skills, your understanding of the content, the quality of your sources and your referencing technique. A HD quality piece of work for this assessment will typically contain more than 15 high quality references. APA Style should be used for all referencing. A detailed criteria sheet for this assessment item can be found in the next section of this guide.

## SUBMITTING YOUR ESSAY AND WEB APPRAISAL

### **Online Submission Procedure**

The essay and website appraisal will be submitted online using *Safe Assignment* on the LearnJCU subject website. If you have web access from home there is no need to come into the University to submit your work. The online assignment boxes can be found under the "Assessments link on the subject website. The assessments section will contain four *Safe Assignment* boxes, allowing you to submit drafts and final copies. The four boxes will be as follows:

- Transport Essay – Draft
- Transport Essay – Final
- Web Appraisal – Draft
- Web Appraisal – Final

You do not need to use the **Draft** boxes but they are useful for checking your work using the University's plagiarism software.

You must use the **Final** boxes to submit your two assignments by **5pm on the due date**, irrespective of whether you have already submitted an assignment to a draft box. Only submit **one** final assignment to the Final box.

Should you experience any difficulties you can **email** your assignment as an attachment to the lecturer.

### **Presentation Format**

Your essay and web appraisal must be typed and you must adhere to the following guidelines:

1. Use only MSWord to prepare your assignment
2. Notations and references must use the **APA style**.
3. Use 1.5 line spacing
4. Number every page.
5. Margins: at least 2 cm.
6. Typeface: 12 point.
7. Always keep a paper copy of your work, as insurance against loss or misadventure.
8. Backup your files on more than one disk. A crashed disk is not a valid excuse for late work.

### **Submitting your Work on Time**

The ability to adhere to deadlines is a key feature of any competent professional. Right from the beginning, students should acquire the habit of meeting deadlines for their work, by organising their study time appropriately. It is a good idea to complete a task in advance of the actual due date. In this subject the policy for late assignments is:

1. The due dates for assignments must be met.
2. Your assessment should be submitted in the online *Safe Assignment* boxes by 5pm on the specified due date.
3. Extensions will be granted in cases of illness or personal issues (medical certificate/counsellor's statement required); or inescapable, unexpected, **documented** work commitments (e.g., being sent to Mt. Isa for the week at short notice).
4. In the absence of any extension, late submission of work will result in a penalty of 5% of the possible mark for each day late.



THE AIRFARE WAS THE CHEAPEST PART...  
THEN, ADDED ON, THE DEPARTURE TAX,  
SALES TAX, LANDING TAX, LOCAL TAXES,  
TRANSFERS AND COMMISSIONS...

## 6 CRITERIA SHEETS

### 1. TRANSPORT ESSAY 1 FEEDBACK SHEET

<b>CONTENT (60%)</b>						
Demonstrates a good understanding of the topic and clearly articulates the main <b>purpose</b> of the essay	1	2	3	4	5	The essay seems to wander without a clear purpose
<b>Relevant</b> , up-to-date content that goes beyond the obvious or predictable.	1	2	3	4	5	Content is dated, limited or unclear, with irrelevant information
Evidence of having read extensive relevant <b>literature</b>	1	2	3	4	5	Little or no evidence of having read the relevant literature
Literature is well <b>integrated</b> and every point is clearly supported by strong evidence.	1	2	3	4	5	Literature is not well integrated with the general discussion
Accurate, and independent <b>synthesis</b> and critical evaluation of key points from the literature	1	2	3	4	5	Simple restatement of the sources with little or no evidence of independent thinking or critical evaluation
Appropriate use of <b>examples</b> to illustrate ideas	1	2	3	4	5	Lack of examples, or incorrect application of examples.
<b>ORGANISATION (15%)</b>						
An inviting <b>introduction</b> draws the reader in, with a clear statement of purpose and scope	1	2	3	4	5	There is no real attempt to set-up what follows
A satisfying <b>conclusion</b> leaves the reader with a sense of resolution and closure.	1	2	3	4	5	No real conclusion to wrap things up.
Structure and <b>sequence</b> of ideas is logical and effective.	1	2	3	4	5	There is no identifiable internal structure or sequence.
Good use of <b>headings</b> and titles to guide the reader	1	2	3	4	5	Headings are not used or are poorly conceived
<b>WRITING SKILLS (15%)</b>						
The writer demonstrates a <b>good grasp</b> of standard <b>writing conventions</b> (i.e. spelling, punctuation, grammar).	1	2	3	4	5	Errors in spelling, punctuation, capitalization, and grammar repeatedly distract the reader and make the text difficult to read.
<b>Words</b> are specific and accurate. It is easy to understand just what the writer means.	1	2	3	4	5	Poor word choice and/or spelling errors that distract from the content
<b>Sentences and paragraphs</b> are well constructed, with natural flow/rhythm, and expressive, varied structure.	1	2	3	4	5	Sentences and paragraphs are choppy, incomplete, rambling or awkward.
<b>REFERENCING (5%)</b>						
APA conventions are diligently followed when citing sources <b>in text</b>	1	2	3	4	5	Sources not identified in text or are not presented using APA style
The <b>reference list</b> is presented alphabetically, using correct APA syntax	1	2	3	4	5	The reference list is incomplete, references are poorly constructed or are not sorted alphabetically
<b>PRESENTATION (5%)</b>						
<b>Title page</b> is attractive and professional	1	2	3	4	5	Title page is dull and uninspiring
Appropriate use of <b>fonts</b> and line spacing.	1	2	3	4	5	Poor choice in font style / size and line spacing are a major distraction.
The <b>length</b> is within the parameters established for the task	1	2	3	4	5	The essay is too short or too long.

## 2. TRANSPORT ESSAY 2 FEEDBACK SHEET

<b>CONTENT (60%)</b>						
Demonstrates a good understanding of the topic and clearly articulates the main <b>purpose</b> of the essay	1	2	3	4	5	The essay seems to wander without a clear purpose
<b>Relevant</b> , up-to-date content that goes beyond the obvious or predictable.	1	2	3	4	5	Content is dated, limited or unclear, with irrelevant information
Evidence of having read extensive relevant <b>literature</b>	1	2	3	4	5	Little or no evidence of having read the relevant literature
Literature is well <b>integrated</b> and every point is clearly supported by strong evidence.	1	2	3	4	5	Literature is not well integrated with the general discussion
Accurate, and independent <b>synthesis</b> and critical evaluation of key points from the literature	1	2	3	4	5	Simple restatement of the sources with little or no evidence of independent thinking or critical evaluation
Appropriate use of <b>examples</b> to illustrate ideas	1	2	3	4	5	Lack of examples, or incorrect application of examples.
<b>ORGANISATION (15%)</b>						
An inviting <b>introduction</b> draws the reader in, with a clear statement of purpose and scope	1	2	3	4	5	There is no real attempt to set-up what follows
A satisfying <b>conclusion</b> leaves the reader with a sense of resolution and closure.	1	2	3	4	5	No real conclusion to wrap things up.
Structure and <b>sequence</b> of ideas is logical and effective.	1	2	3	4	5	There is no identifiable internal structure or sequence.
Good use of <b>headings</b> and titles to guide the reader	1	2	3	4	5	Headings are not used or are poorly conceived
<b>WRITING SKILLS (15%)</b>						
The writer demonstrates a good grasp of standard <b>writing conventions</b> (i.e. spelling, punctuation, grammar).	1	2	3	4	5	Errors in spelling, punctuation, capitalization, and grammar repeatedly distract the reader and make the text difficult to read.
<b>Words</b> are specific and <b>accurate</b> . It is easy to understand just what the <b>writer</b> means.	1	2	3	4	5	Poor word choice and/or spelling errors that distract from the content
<b>Sentences and paragraphs</b> are well constructed, with natural flow/rhythm, and expressive, <b>varied structure</b> .	1	2	3	4	5	Sentences and paragraphs are choppy, incomplete, rambling or awkward.
<b>REFERENCING (5%)</b>						
APA <b>conventions</b> are diligently followed when <b>citing sources in text</b>	1	2	3	4	5	Sources not identified in text or are not presented using APA style
The <b>reference list</b> is presented alphabetically, using correct APA syntax	1	2	3	4	5	The reference list is incomplete, references are poorly constructed or are not sorted alphabetically
<b>PRESENTATION (5%)</b>						
<b>Title page</b> is attractive and professional	1	2	3	4	5	Title page is dull and uninspiring
Appropriate use of <b>fonts</b> and line spacing.	1	2	3	4	5	Poor choice in font style / size and line spacing are a major distraction.
The <b>length</b> is within the parameters established for the task	1	2	3	4	5	The essay is too short or too long.

## 7 REFERENCES

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### Module 1: Introduction to Tourism and Transport

- Boniface, B. and Cooper, C. (2005) *Worldwide destinations: The geography of travel and tourism* (Fourth Edition). Oxford: Butterworth-Heinemann. Chapter 5. 338.4791 BON 2001
- Lumsdon, L. & Page, S.J. (eds.) (2004). *Tourism and Transport: Issues for the New Millennium*. Oxford: Elsevier.
- Page, S.J. (2005) *Transport and Tourism: Global Perspectives* (Second Edition). Pearson Prentice-Hall.
- Pender, L. (2001). *Travel Trade and Transport*. London: Continuum.
- Prideaux, B. (2000), *Transport and Tourism, Past Present and Future*, in Laws, E. Faulkner, B. and Moscardo, G. *Tourism in the Twenty First Century: Lessons From Experience*, Continuum, London, pp. 91-109.
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- Rodrigue, J. (2007) *Modern Transport Geography*. [Online]. Available: <http://people.hofstra.edu/geotrans/>.
- Weaver, D. B., & Lawton, L. J. (2006). *Tourism Management* (3rd ed.). Milton: John Wiley & Sons. pp.153-157. 338.4791068 WEA

### Modules 2 & 3: International and Australian Airlines / Airline Operations

- Hanlon, P. (1999) *Global Airlines* (Second Edition). Melbourne: Butterworth Heinemann. 387.71 HAN 1999

### Module 4: Road and Rail

- Prideaux, B. and Carson, D. (2003), *Researching Drive Tourism-New Directions*, *Journal of Vacation Marketing*, 9(4), 307-313.
- Prideaux, B. (1999), *Tracks to Tourism-Queensland Rail Joins the Tourism Industry*, *International Journal of Travel Research*, 1 (2), 73-86.
- Prideaux, B. (2002), *Senior Drive Tourism in Australia*, in Carson, D. Waller, I. and Scott, N. (eds.) *Drive Tourism Up The Wall and Around the Bend*, theUniversityPress.com, Altona, pp. 33-40.

### Module 5: Airport Management

- Doganis, R. (1992). *The Airport Business*. London: Routledge
- Graham, A. (2003). *Managing Airports: An International Perspective* (Second Edition). Oxford: Elsevier.

### Modules 6 & 7: Water Transport and Cruise Shipping / Anatomy of a Cruise Line

- Cartwright, R. (1999) *The development and growth of the cruise industry*. Oxford: Butterworth-Heinemann.
- Commonwealth of Australia (1995) *National Cruise Shipping Strategy*. AGPS: Canberra. 338.479194 AUS.
- Dickinson, B. and Vladimir, A. (1997) *Selling the sea: an inside look at the cruise industry*. New York: John Wiley and Sons.
- Douglas, N. and Douglas, N. (2004). *The Cruise Experience: Global and Regional Issues in Cruising*. Frenchs Forest: Pearson.
- Gibson, P. (2006). *Cruise Operations Management*. Oxford: Butterworth-Heinemann.

- Tourism Queensland (2001) Queensland Cruise Shipping Plan. [Online]. Available: <http://www.tq.com.au/cruiseshipping/>
- World Tourism Organisation (2003). Worldwide Cruise Ship Activity. Madrid: World Tourism Organisation.
- Journal of Tourism Studies – Special Issue on Cruise Industry, Vol. 7 No. (1997).

### Other Useful References

Various Journals including:

- Tourism Management
- Tourism and Travel Marketing
- Tourism and Travel Research
- Tourism and Travel Analyst
- Annals
- Transport A



Sorry, we will not be sailing to see the "land of the midnight sun". But you can get the same effect right now by setting your watches 4 hours ahead.

## 8 STUDENT ASSISTANCE

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Studying at university typically involves many challenges. You may experience academic, professional or personal situations that are difficult to deal with. However, there are many options for you to pursue including academic advisers, counsellors or study skills advisers. The following table provides a summary of some of the services you may access at JCU. If you have any concerns please talk to someone!

Support Needed	Who to Contact
Accommodation	<i>Accommodation Service</i> <a href="http://www.jcu.edu.au/office/accom/">http://www.jcu.edu.au/office/accom/</a>
Childcare	<i>Childcare Services</i> <a href="http://www.jcu.edu.au/studying/services/childcare/">http://www.jcu.edu.au/studying/services/childcare/</a>
Computers, IT and Email	<i>InfoHelp</i> <a href="http://www.library.jcu.edu.au/InfoHelp/">http://www.library.jcu.edu.au/InfoHelp/</a>
Disability Needs	<i>Disability Resources Office</i> <a href="http://www.jcu.edu.au/office/disability/">http://www.jcu.edu.au/office/disability/</a>
Employment	<i>Careers and Employment Service</i> <a href="http://www.jcu.edu.au/careers/">http://www.jcu.edu.au/careers/</a>
Enrolment	<i>Faculty Student Office</i> <a href="http://www.jcu.edu.au/flbca/public/faculty/currentstud.shtml">http://www.jcu.edu.au/flbca/public/faculty/currentstud.shtml</a>
Exams	<i>Examinations &amp; Ceremonies</i> <a href="http://www.jcu.edu.au/studying/exams/">http://www.jcu.edu.au/studying/exams/</a>
Financial	<i>Student Loans</i> <a href="http://www.jcu.edu.au/office/studloan/">http://www.jcu.edu.au/office/studloan/</a>
International Student	<i>International Student Centre</i> <a href="http://www.isc.jcu.edu.au/">http://www.isc.jcu.edu.au/</a>
Personal / Emotional Support	<i>Counselling Service</i> <a href="http://www.jcu.edu.au/studying/services/counselling/">http://www.jcu.edu.au/studying/services/counselling/</a>
Spiritual Support	<i>Multifaith Chaplaincy Service</i> <a href="http://www.jcu.edu.au/office/tld/chapel/">http://www.jcu.edu.au/office/tld/chapel/</a>
Study Skills / Language Help	<i>Language &amp; Learning Services</i> <a href="http://www.jcu.edu.au/studying/services/studyskills/">http://www.jcu.edu.au/studying/services/studyskills/</a>

## 9 IMPORTANT POLICIES & PROCESSES

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### The Endeavour: A Quality Learning Manual for Students

The School of Business has developed a quality learning manual for students to assist you with your study. **The Endeavour** includes background information about JCU and the School of Business, student services and resources, school policies, procedures and guidelines and advice about assessment. The manual provides detailed guides about plagiarism, referencing, essay writing, report writing, case study analysis and oral presentations. The Endeavour is available free to students at:

- <http://www.jcu.edu.au/business/students/>

The Endeavour can also be purchased in hard copy, on a cost recovery basis, from the University Bookshop.

### Referencing and Plagiarism

Plagiarism occurs when writers claim ownership of written words or ideas that are not their own. Plagiarism is a form of cheating and any instances of plagiarism will be dealt with promptly according to University procedures. Instances of student academic misconduct are handled using a four stage procedure: Stage 1: Referral of the allegation; Stage 2: Preliminary investigation; Stage 3: Hearing; Stage 4: Appeal. If plagiarism is detected, the lecturer will immediately notify the Head of School in writing. The Head of School is then responsible for further actions, and will notify you of their decisions about the penalties.

Working together, discussing ideas, or helping one another with references is fine. However, the piece of work that you finally submit for assessment must be your own. It should contain your ideas and your assessment of other people's ideas, and be written in your own words.

The procedures for dealing with collusion, collaboration, plagiarism, and cheating general are set out in the latest *JCU Student Handbook* at:

- <http://www.jcu.edu.au/courses/handbooks/>

It is important that you reference your work correctly. *The Endeavour* discusses plagiarism and provides examples of appropriate ways to reference your work. In the School of Business different disciplines may require different ways of referencing your sources, but in general most subjects within the school will use the **APA** (American Psychological Association) Style. Please confirm this with your lecturer.

### Supplementary and Deferred Exams

If you are unable to sit your examination at the scheduled times due to extenuating circumstances. (eg medical, trauma, death in the family etc) you may apply to sit a **deferred examination**. The Head of School has the right to decline an application if they consider the reasons are less than exceptional. Alternately, applying for **special consideration** is recommended in situations where you feel that your preparation has been/or is adversely affected by certain circumstances before and up to the day of the exam. In this situation you still need to sit the exam on the scheduled day. Special consideration (if approved) means that the lecturer will consider your circumstances when marking your examination.

In some cases, you might be awarded the opportunity to complete a **supplementary exam**. This will be indicated by an 'NS' grade on semester results. A supplementary exam cannot be applied for, it is granted at the discretion of the examiner. A supplementary result is based exclusively on the result of the supplementary exam and previous assessment is not included in a recalculation of the student's result. In accordance with University policy, a student who has completed a supplementary exam can only receive a grade of 'SP' (supplementary passed), 'SN' (supplementary failed) or an 'SX' (failed to sit supplementary).

### Subject and Teaching Evaluations

Student feedback is one way of gaining recognition of subject and teaching strengths, and provides information on areas that may need further development or change. James Cook University provides two formal mechanisms for you to provide feedback about your subjects and instructors: **Student Feedback about Teaching (SFT)** and **Student Feedback about Subjects (SFS)**. The SFT is paper-based, it is conducted at the request of your lecturer or tutor and usually occurs in the latter weeks of semester. The SFS is available to all students through *StudentsOnline* towards the end of each study period. You are strongly encouraged to provide feedback for each of your subjects. You can view a sample of the SFS at:

- <http://www.jcu.edu.au/office/tld/teacheval/SFSexample.htm>



## 10 GRADUATE SKILLS & QUALITIES

Graduate attributes are the *skills* and *qualities* that every student should have when they leave the University – irrespective of the qualification they have attained. These skills are often the same competencies that employers expect from graduates. You will not attain all of the JCU graduate qualities in this subject because these skills will be developed over the full the length of your degree in various subjects. The table below indicates how the content and assessment in this subject fosters the development of JCU's graduate attributes.

Graduate Skills	Related Content / Assessment
<b>Literacy and Numeracy</b>	
1.1 the ability to read complex and demanding texts accurately, critically and insightfully	
1.2 the ability to speak and write clearly, coherently and creatively	Essay, website appraisal
1.3 the ability to generate, calculate, interpret and communicate numerical information in ways appropriate to a given discipline or discourse	Essay, website appraisal
<b>Information Literacy</b>	
2.1 the ability to find and access information using appropriate media and technologies	Essay, website appraisal
2.2 the ability to evaluate that information	Essay, website appraisal, Modules 1-10
2.3 an understanding of the economic, legal, ethical, social and cultural issues involved in the use of information	
2.4 the ability to select and organise information and to communicate it accurately, cogently, coherently, creatively and ethically	Essay, website appraisal
<b>Critical Thinking and Problem Solving</b>	
3.1 the ability to think critically, to analyse and evaluate claims, evidence and arguments, and to reason and deploy evidence clearly and logically	Modules 1-10, all assessments
3.2 the ability to adapt knowledge to new situations	Website appraisal
3.3 the ability to deploy critically evaluated information to practical ends	Website appraisal
3.4 the ability to define and to solve problems in at least one discipline area	
<b>Self Reliance and Interpersonal Understanding</b>	
4.1 the ability to communicate effectively with a range of audiences	
4.2 the ability to lead, manage and contribute effectively to teams	
4.3 the ability to work with people of different gender, age, ethnicity, culture, religion and political persuasion	
4.4 the ability to work individually and independently	All assessments
<b>Using Tools and Technologies</b>	
5.1 the ability to select and use appropriate tools and technologies	
5.2 the ability to use online technologies effectively and ethically	Essay, website appraisal
<b>Learning Achievement</b>	
6.1 the acquisition of coherent and disciplined sets of skills, knowledge, values and professional ethics from at least one discipline area	Modules 1-10
6.2 the ability to reflect on and evaluate learning, and to learn independently in a self directed manner	
6.3 the ability to manage future career and personal development	
<b>Personal Graduate Qualities</b>	
<ul style="list-style-type: none"> <li>▪ exemplary personal and professional moral and ethical standards</li> <li>▪ a commitment to lifelong learning and intellectual development</li> <li>▪ an understanding of Indigenous Australian issues and cultures</li> <li>▪ an understanding of regional issues</li> <li>▪ a sense of professional, community and environmental responsibilities</li> <li>▪ willingness to contribute to the intellectual, cultural and social life of the regional, national and international communities</li> </ul>	<p>Modules 1-10</p> <p>Modules 1-10</p>

## 11 SUBJECT ITINERARY

Please note that this schedule is subject to change due to possible changes in availability of guest lecturers.

DAY	TIME	
<i>Monday</i> 14 <sup>th</sup> July	8:30	Introductions & Subject Orientation (A1.018)
	9:30	<b>Field Trip 1:</b> KSR Travel Trail presentation at Freshwater station
	12:00	Lunch Break
	1:00	<b>Module 1:</b> Introduction to Transport
	3.30	Afternoon Tea
	5:00	End of Session
<i>Tuesday</i> 15 <sup>th</sup> July	9.30	<b>Module 2:</b> International and Australian Airlines
	12:30	Lunch Break
	1:30	<b>Guest Speaker:</b> Airlines (TBA)
	2:30	Afternoon Break
	2.45	<b>Quiz 1:</b> Introduction to Transport (10% - Module 1)
	3:15	<b>Module 3:</b> Airline Operations
	5:30	End of Session
<i>Wednesday</i> 16 <sup>th</sup> July	8:30	<b>Quiz 2:</b> Airlines (10% - Modules 2 & 3)
	9:00	<b>Module 4:</b> Road and Rail Transport
	12:30	Lunch Break
	1:30	<b>Module 4:</b> continued
	3:00	Afternoon tea
	5:00	End of Session
<i>Thursday</i> 17 <sup>th</sup> July	8:30	<b>Quiz 3:</b> Land Transport (10% - Module 4)
	9:00	<b>Module 5:</b> Terminal Management
	11:00	<b>Guest Speaker:</b> Mathew Hurley, Group General Manager, Quicksilver
	12:00	Lunch Break
	1:30	<b>Module 6:</b> Water Transport and Cruise Shipping
	3:00	Afternoon tea
	5:30	End of Session
<i>Friday</i> 18 <sup>th</sup> July	8:30	<b>Quiz 4:</b> Terminal Management (10% - Module 5)
	9:00	<b>Field Trip 4:</b> Sunlover Cruises Rob Walter (To be confirmed)
	11:30	<b>Module 7:</b> Anatomy of a Cruise Line
	12.30	Lunch Break
	1:30	<b>Module 8:</b> Future developments in Transport
	3.00	Afternoon Tea
	4.30	<b>Quiz 5:</b> Cruise Shipping (10% - Module 6)
	5:00	End of Session & Farewell