Indiana University of Pennsylvania
WAC
Writing Across the Curriculum

DEPARTMENT OF HOSPITALITY MANAGEMENT

Department Writing Plan

Compiled by
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Submitted to:
Dr. Stephen Shiring, Department Chair
the Faculty of the Department of Hospitality Management
Dean Mary Williams, College of Health and Human Services
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Summary

In creating their writing-enriched curriculum, department faculty member, Nicole Buse, served as the liaison between WAC and Hospitality Management. Ms. Buse used a template borrowed from the University of Minnesota[1] and adapted by Siegel Finer to thoroughly investigate where and how writing was already being taught in the HOSP curriculum, and where and how writing could be added to the curriculum, in order to draft the DWP for their department instructors.

Ms. Buse and Siegel Finer met monthly or every other month beginning in October, 2015, todevelop this DWP, and sought input from Hospitality Management faculty before its finalization and adoption. With her colleagues, Ms. Buse also developed a statement of "Department Commitment to Writing" to include on all syllabi for courses that will be a part of the writing-enriched curriculum.

In spring 2019, the Hospitality Management faculty voted unanimously to support the Department Writing Plan as described below in addition to the WAC Director's recommendations for continuing program facilitation beginning on page6 of this document.

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[1] University of Minnesota Writing Enriched Curriculum. 2013. http://wec.umn.edu/Writingplans.html

Department of Hospitality Management
Department Writing Plan
Rollout Fall 2019

Professional and Academic Genres in Hospitality Management

Professionals in Hospitality Management (whether they work in hotel, restaurant, private clubs, gaming operations, tourism, recreation or special event management) must have strong communication skills, particularly as they write to audiences including diverse subordinates, managers, owners, in publications, on social media, or marketing materials.Undergraduates are provided with comprehensive exposure to quantitative and qualitative descriptive writing, requests for proposals (RFPs), standard operating procedures (SOPs), reports, presentations (writing for ear), vendor evaluations, memos, emails, inventory, receiving, billing, menus, sales, press releases, catering proposals, resumes and cover letters, documenting incidents and accident reports. In their courses, faculty in Hospitality Management have developed project-based assignments to help students develop skills needed for careers in the field.

The IUP Department of Hospitality Management is committed to helping students in improving their writing skills toward the goal of being able to effectively communicate as professionals in the field are required to do.

Student Writing Skills and Abilities

Students in the Department of Hospitality Management need a variety of writing skills and abilities upon completion of their degree. These include:

- Synthesizing/analyzing information (as in financial statements, food & beverage inventory, hotel daily operations reports, and sales forecasts, recipe explosion)
- Writing descriptively (both quantitatively and qualitatively)
- Understanding different audiences, adapting information to those audiences appropriately for different tasks
- Consistently and correctly using APA citation style
- Concision and clarity
- Using disciplinary terminology correctly and appropriately
- Designing documents effectively (including graphics, text, and organizational features)

The IUP Department of Hospitality Management is committed to introducing, emphasizing, and reinforcing these skills and abilities throughout the curriculum, and does so through

the purposeful mapping of writing assignments and activities that follows at the end of this document.

Integration of Writing into Undergraduate Curriculum

Department faculty have participated in professional development training in writing-to-learn pedagogy[2] through writing workshops with the WAC director, participation in the end-of-year Liberal Studies writing workshop, and in full department faculty meetings that the WAC director has visited.

Writing instruction in the Department of Hospitality Management integrated in these two ways:

Writing to learn activities allow students to develop hospitality management knowledge and technical skills through writing. Students practice writing-to learn activities through the Hospitality Management curriculum in order to:
- Demonstrate critical thinking and knowledge of course material
- Develop proficiency in key management functions.
- Develop proficiency in concise professional communication strategies.
- Gain experience in technical hospitality management writing

Management in the hospitality industry requires a technical skillset and professional communication skills. Managers must learn to balance the interests of owners, employees, and guests. The basic management functions of planning, organizing, influencing, and controlling operations is a guiding principle of this curriculum. Project based learning helps students to make connections to real world issues. The hospitality industry is fast-paced, diverse, and constantly evolving.

Project based/experiential learning activities allow students to:
- Apply management theory to real world scenarios
- Develop industry specific technical skills:
  - Food and Beverage operations
  - Lodging operations
  - Event operations
  - Tourism operations
  - Private club operations
  - Gaming operations
- Analyze problems and develop solutions
- Develop conceptual management skills to manage from the perspective of the whole organization

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[2] "What is Writing to Learn?" *Writing Across the Curriculum Clearinghouse.* Colorado State University. 2015. http://wac.colostate.edu/intro/pop2d.cfm

- Demonstrate critical thinking
- Lead, direct, and motivate employees through professional and concise communication

Communicating Writing Expectations to Students

Writing expectations are communicated through the Department Program Learning Outcomes (PLO), course learning outcomes, and course project assessment rubrics.

PLO #1,manage through planning, organizing, influencing, and controlling food service operations and PLO #2, manage through planning, organizing, influencing, and controlling lodging operations, describe the basic functions of management. As a hospitality manager, students will be expected to demonstrate proficiency in each of these management functions. Managers are expected to engage managing or develop an organization's strategic plan (organizational chart, strategic plan). Managers analyze and manage resources (inventory, purchase requisitions), motivate and lead employees to meet organizational goals (development of training plans, concise professional communication), and control (or evaluate) procedures and recommend solutions (performance evaluations, analysis of financial statements).

PLO#5, communicate effectively and professionally in an oral and written manner, further communicates writing expectations. Throughout the curriculum students develop professional writing by developing human resources tools (job descriptions, training plans, performance evaluations), personal professional communication (resume, cover letter), and industry specific writing (banquet event orders, product specification plan, restaurant management portfolio, business plan).

Furthermore, students engage in writing outside the classroom through participation in student organizations. Students take professional meeting minutes, employ event planning writing skills for fundraising and volunteer events, and engage in online marketing through social media.

The curriculum map below illustrates a variety of writing assignments required throughout the curriculum. The Department's Commitment to Writing Syllabus Statement will beincluded on all Syllabi of Record to reinforce the Department' commitment to student writing explicitly to students in each course.

Syllabus Statement

The Department of Hospitality Management is committed to developing student writing skills in all courses throughout our curriculum. In this class, students will complete writing assignments and activities designed to improve your communication skills as a hospitality management professional.

Implementation and Assessment of Department Writing Plan

The WAC Director recommends the following action items for continuing program facilitation:

- Elect at least one faculty member to continue to be the WAC/DEPT liaison (this should count as Department Service)
- Provide all newly hired faculty a copy of the DWP, and recommending attendance at WAC workshops or the May 2-day writing workshop for Liberal Studies faculty
- All faculty should add "Department Commitment to Writing" statement to syllabus as appropriate
- Department should continue biennial assessment and report results to the WAC director for feedback and guidance
- Add areas for the teaching and assessment of writing as goals on department and faculty five-year review documents
- Continue to update the writing outcomes curriculum map as courses are added, removed, and revised in the Hospitality Management curriculum (and communicate these changes to the WAC Director)

Writing Outcomes Curriculum Map

The Writing Outcomes Curriculum Map demonstrates:

- Conscious effort on the part of department faculty at placing core disciplinary genres at appropriate levels of the curriculum, scaffolding and reinforcing the writing skills necessary for students to succeed in writing those genres, for example: how to write clearly and concisely (e.g., an executive summary or press release), use of appropriate industry jargon, write in an organized and detailed manner (e.g., an event plan, banquet event order, standard operating procedures), and professional growth (e.g., resume, cover letter, business letter).
- Thoughtful integration of writing-to-learn activities in most courses in the curriculum: Every course imbeds small-stakes activities (e.g., short-answer review questions, research-based discussion prompts, case study scenario writing activities, freewriting).
- Balanced measures for assessing writing as process and product, that is, writing is graded for demonstrating mastery of course content as well as improvement of writing skills over time, for example:
  - Professional Growth: In HOSP 101, students research potential career paths in the hospitality industry. In HOSP 150, students learn and apply management and leadership theories. In HOSP 256, students build on management and human resource skills. They learn to write a job description, interviewing skills, and best practices in management. In HOSP 310, students engage in multiple professional growth writing activities: writing a resume, cover letter, business letter, thank you letter, job search skills, and practice goal setting. In HOSP 393 and 494, students apply

        classroom concepts to a real job setting. Students develop learning objectives (professional goals) then write a reflection report about what they learned and how they have moved forward to reach their goals.

- o Industry specific genres and skills practiced include recipes, SOP's, food specification writing project, financial writing techniques, essential human resource management writing techniques, job descriptions, training plans, OSHA safety plans, restaurant management reports, legal case briefs, business plans.

Course	Expected Writing Outcomes (explicit or implicit)	Writing to Learn Activities (these are ungraded daily, low-stakes, short activities for learning/processing content)	Professional or Academic Genres (major assignments that demonstrate understanding of course content)	Introduced, Reinforced, Emphasized
101	Develop an overview of careers available in the hospitality industry in a written report and oral presentation.	Responses to short case studies in textbook (quick writes and discussion) Online discussion posts Free-writing on personal experiences and interests Career interest discovery journal	A short-researched report detailing the various job duties, average earnings, education and experience requirements, and unique aspects of a career in the hospitality industry A short presentation detailing the results of their research paper	I
150 (Management and Leadership)	Demonstrate an understanding of management and leadership theory through writing.	Low stakes writing responses to various short management theory case studies (checked for completion). Relating management theory to experiences as consumers in freewriting or other short writing responses (checked for completion).	Essays to apply management theory learned throughout the course. Discussion questions to test content knowledge based on reading assignments.	I
220	Writing to demonstrate understanding of management of food service in commercial kitchen facilities, food production techniques, food safety.	Observation Reports on proper food handling procedures. Short-answer quizzes. Students write a short answer to a question from the previous class discussion.	Complete 14 laboratories including essays and short answers to demonstrate mastery of course content. Discussion boards are used to assess student knowledge, review key	I

			topics, and bring current events into classroom discussion.	
256	Examine, defend, and discuss various human resource topics through discussion boards, HR specific forms, and case studies.	Case study/situational writing scenarios. Discussion board short-answer concept review questions. Annotated bibliography for HR resources.	Technical writing assignments: develop a job description, write a training plan, write an employee safety plan, write an employee handbook.	R
259	Ability to research and develop specification required to supply food, beverage, and equipment for a restaurant and/or institution	Discussion posts related to course content assessed for completion.	Food, beverage, and equipment specification writing project that involves using industry specific terminology to appropriate acquire food and supplies for a hospitality operation.	R
260	Students should use writing to apply management and human resource principles to specific hotel operations.	Low stakes discussion posts on various front office management concepts.	Students complete case studies to apply management principles. Research paper exploring a current trend in hotel operations.	I, R
265	Writing is used to demonstrate student comprehension of various costing, pricing, and financial strategies.	Exit slips about technical concepts. Short writing activities that require students to demonstrate understanding of financial strategies.	Costing scenarios that require students to analyze financial concepts.	I
310	Job searching strategies are reinforced to help students identify career goals; management theory is reinforced; students develop a resume, cover letter, and portfolio.	Low stakes writing assignments to practice job search strategies, self-assessments on career goals, and related management theory (assessed for completion or feedback provided on drafts).	A job search portfolio containing a resume, cover letter, and other relevant supporting documentation.	R
320	Understanding the principles and	Small stakes writing assignment: writing for an	Creations of a marketing plan for a proposed	R

	concepts of marketing as the apply to hospitality management. Students develop "digital literacy" skills when it comes to online marketing trends. Learn to write for an audience.	audience. Digital literacy writing scenarios.	hospitality, travel or tourism business.	
330	Application course that trains students in the fundamentals of food production and service. Students will apply restaurant management principles from earlier courses to execute dining service. Writing Outcome: Students will plan, execute, and evaluate an entire restaurant service.	Practice short activities of key restaurant processes.	Demonstrate an understanding of reading, writing and conversion of recipes. Plan and present luncheon events by communicated through in a written and oral manner. Develop an appropriate HACCP plan. Reflect on dining service though a manager's report.	R
335	Understating of the concepts and issues pertaining to hotel and restaurant law, government regulations and their impact on the hospitality industry. Students demonstrate this understanding through case study writing responses.	Short-answer writing to address legal issues. Short-answer positing discussion prompts	Current legal issues critiques.	R
393	Entry-level practical experience in the hospitality industry.	Small stakes worksheets: Overview of internship site. Supervisor evaluation of student performance	Final Report: Overview of internship site description of management, personal responsibilities, possibility of future employment, self-assessment of nine learning objectives and career goals.	R

413	Application course where students apply restaurant management theory and principles. Students plan, manage, operate, and evaluate a full fine-dining dinner service.	Practice short activities of key restaurant processes.	Manager Report: Includes planning document, performance evaluations, menu analysis, and financial analysis.	Mbry
470	Course provides the student with the opportunity to integrate and apply hospitality operations management concepts into the development of working hospitality business model.	Individually completed modules of a business plan.	Final written business plan.	E
494	Practical experience in hospitality industry	Develop a list of nine learning objectives. Students are required to complete industry specific writing as directed by their internship supervisor. This can vary but would include professional business communications.	Students write a detailed report critiquing their experience and their personal work performance.	M
Hotel and Lodging Concentration				
325 Hotel Sales	This course reinforces skills needed in writing a marketing plan for a hotel sales department.	Weekly workshop activities that require students to apply marketing and sales techniques to various hotel scenarios.	Students develop a hotel sales plan for a potential client.	M
372 Housekeeping and Facilities Mgmt	Students will reinforce skills in a variety of management functions, including, delegation, leadership, and planning.	Small stakes writing assignments focused on department specific function. Examples include, developing a facilities layout plan and employee scheduling.	Housekeeping issue resolution paper	R
400 Hotel Revenue Mgmt	This course provides an overview of organizational decision making in reference to revenue management. At the conclusion of the course, students will	Weekly workshop activities that required students to apply revenue strategies to hotel scenarios.	Students will develop a report and presentation analyzing a various strategy in revenue management.	M

	use writing to explain the evolving trends of revenue management, develop profitable pricing strategies, and data analytics.			
Special Event/Tourism Management Concentration				
HOSP 235 Tourism Management	Through writing students will demonstrate an understanding of the tourism industry and the various economic, sociocultural, and environmental impacts of tourism. Students are expected to develop a research report demonstrating content knowledge.	Low stakes in-class writing prompts to enhance discussion.	Final research report. Demonstrate and discuss current development trends and directions of the tourism industry.	I, R
HOSP 280 special event management	Students develop skills to successfully plan, organize, influence and control special event functions. Students will learn professional writing skills of an event planner.	Weekly workshops that build upon event planning skills. (i.e. composing an event, finances, production, execution, reflection). Problem solving writing scenarios.	Special event proposal and presentation.	I, R
HOSP 347Meeting and Convention Management	Strategies used to manage conferences, meetings and trade shows. Writing techniques associated with planning, selling, promoting, and executing meetings.	Short answer writing prompts to various planning scenarios. Problem solving case study writing responses.	Plan a meeting/conference report.	R, M

Appendix A -- Assessment of Seniors' Writing

HOSP 470 Hospitality Business Model Plans (capstone projects) are completed by graduating seniors and graded as part of the course. Project binders are kept and blinded for anonymity. After the end of a semester, two faculty members will separately review and rate the portfolios using the rubric below. Any non-adjacent scores are discussed until agreement is met.

Protocol

Each project MUST have these REQUIRED Elements
Project Must Follow this Outline Template

Title Page (10 points)
- Student Name (2 points)
- List of Advisory Committee Member Student Names with BM Title (4 points)
  - ✓ 3 - 6 Student Member Advisory Team
- Creative Title of Hospitality Business Model Project: (Business Name) (2 points)
- Date of Submission (2 points)

Executive Summary (Review Module 10 Executive Summary) (30 points)
- Write this to be read by a top executive
- A summary paragraph of each module
- The Executive Summary must be no longer than 2 pages
- Use short sentences and paragraphs.
- Avoid using words that are unlikely to be understood by non-industry people

Table of Contents (5 points)
- List module and corresponding page number(s)

Non-Disclosure and Confidentiality Agreement Statement (10 points)

MODULE 1
Concept Development, Visualization & Company Description (35 points)
(Review Module 1)
➢ Concept - 5 points
➢ Theme - 5 points
➢ Value(s)&Value Statement - 5 points
➢ Code of Ethics (Bonus) - 5 points
➢ Vision Statement - 5 points
➢ Mission Statement - 5 points
➢ Company Name, Type of Business - 5 points
➢ Company Philosophy- 5 points

MODULE 2
Market Feasibility: Site Analysis/Target Market/Competitive Analysis/Economic Patterns (Review Module 2) (455 points)
Site Analysis (15 points)
➢ *Site Selection - 5 points*

- Location - address
➢ Geographic description - 10 points
➢ Area served, Neighborhood, city, region?
➢ Density - urban, suburban, rural?
➢ Nature of location - downtown, business, shopping, residential?
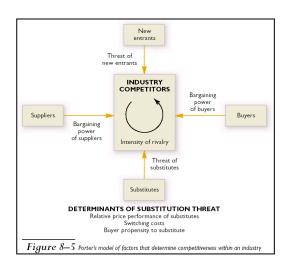➢ Transportation - how they get to your business?
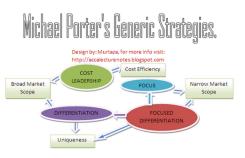
Target Market (330 points)
  Target Market
➢ Demographic profile for each your *primary, secondary and tertiary* target markets – 10 points for each 30 points total
  - Age
  - Income
  - Gender
  - Occupation
  - Marital status
  - Family composition
  - Ethnic groups
  - Education
  - Sophistication
  - Home ownership
➢ Psychographic factor profile for each targeted customer group, your *primary, secondary and tertiary* 10 points each 30 points total
  - Status-seeking or trend setting?
  - Socially or environmentally conscious?
  - Free-spending or conservative?
  - Practical or fun-seeking?
➢ Cultural values profile for each targeted customer group, your *primary, secondary and tertiary* 10 points each 30 points total
➢ Personality profile for each targeted customer group, your *primary, secondary and tertiary* 10 points each 30 points total
➢ Motivation profile for each targeted customer group your *primary, secondary and tertiary* 10 points each 30 points total
➢ Preferences for activities profile for each targeted customer group your *primary, secondary and tertiary* 10 points each 30 points total
➢ Lifestyle profile for each targeted customer group your *primary, secondary and tertiary* 10 points each 30 points total
➢ Attitudes profile for each targeted customer group your *primary, secondary and tertiary* 10 points each 30 points total
➢ Perceptions, interests, opinions, and values (PIOV) profile for each targeted customer group your *primary, secondary and tertiary* 10 points each 30 points total
➢ VALS (values, attitudes and lifestyles) profile for each targeted customer group, your *primary, secondary and tertiary* 10 points each 30 points total
➢ *Buying Factors & Sensitivity profile for each primary, secondary and tertiary targeted customer group* - 10 points each 30 points total.
  - Are your primary customers sensitive to - price, quality, brand name, service?
  - What special product features, advertising, or packaging will you have?

Porter's Model of Competitive Strategy

> ➢ Draw this as it reflects your operation and industry segment, USING THIS TEMPLATE, 25 points
> ➢ Explain which *Porter Generic Strategy* (or strategies) your operation will follow, USING THIS TEMPLATE - 10 points

Figure 8—5 *Porter's model of factors that determine competitiveness within an industry*

MODULE 3

Business Structure, Management & Organization (Review Module 3) (125 points)
- ➢ Describe your concepts Legal Form of ownership - 10 points
  - ✓ Sole Proprietorship
  - ✓ Partnership
  - ✓ Corporation
    - ▪ S Corporations
  - ✓ Limited liability company
- ➢ Create a Buy/Sell Agreement - 10 points
  - • A buy/sell agreement is a contact that governs how ownership in the company can be transferred: including what happens to each owner's interest should an event, such as death, divorce, and other such "events."
- ➢ Who are your Key Employees/Principals/Members - 5 points
- ➢ Who are the most important people in your business and why?- 5 points
- ➢ Conduct a Job Analysis per each key employee - assess them as to their experience, successes, education and strengths and weaknesses by writing for each a job description and a job specification 15 points
- ➢ Are there any *Key Management to be Added to Complete the Team* - 5 points
  - • If there is a key position(s) that is (are) not yet filled explain your plans to acquire and hire this person
- ➢ Design an Organization Chart creating a business structure and show the lines of authority- 15 points
- ➢ Describe the Management Style/Philosophy of your business either using one of the following or create your own - 15 points
  - ✓ Behavioral Approach (Participatory, Autocratic)
  - ✓ Contingency Approach
  - ✓ Management Science Approach
  - ✓ Systems Approach

- ✓ Comprehensive Approach
- ✓ Total Quality Management Approach
- ✓ Entrepreneurial
- ✓ Transformational
➢ Compensation & Incentives for your key employees - how will you pay your key people? - 5 points
➢ Compensation & Incentives – how will you pay your supervisory staff and hourly employees? - 5 points
➢ Will you need a Board of Director (if you have a Corporation it is required)?- 5 points
  - ✓ *Who is on your Advisory Committee*
➢ Write an Autobiography: Tell me Who are YOU? How are you qualified to open this business model?- 15 points

  Consultants, Professionals, and other Specialists- 5 points
  Explain if you need and if so, how you will use any of the following:
  - Management/Human Resource consultants
  - Financial managers/Accountants
  - Marketing consultants/Agencies
  - Attorneys
  - Industry specialists
  - Architects & Design Consultants

➢ Show a picture/description of each specific Uniform you will use for your managers, staff, hourly employees -- Design & Description - 10 points

MODULE 4
Five-Year Strategic Plan (Review Module 4) (55 points)
Write a workable objective using the following:
  - an objective should be measurable
  - an objective should be time defined
  - an objective should be specific, such as the following:
    - By number of units opened?
    - Projected sales level reached?
    - Successful opening of concept?
    - Hiring key management staff?

- Explain your operational business goals for your business model each year one through five- 25 points
- Explain business strategies, tactics and how you plan to implement them in each year one through five - 5 points
  - ✓ A strategy is a broad plan of action by which your business proposes to reach its objective.
  - ✓ A tactic is a specific and detailed course of action by which a strategy is implemented
- Explain your benchmarks for each of the one through five years to measure success - 5 points
- Explain your Long-term development plan (after year 5)- 5 points
  - ✓ Is this to be your lifestyle provider - a good, stable, reliable income?
  - ✓ Innovator - creative, new, different products and services?
  - ✓ Quality - reputation for excellence?
  - ✓ Expanding and growth - market dominance, large company, chain growth?
  - ✓ Niche leader - do one thing, but do it well
- What is your exit strategy/plan?- 5 points
  - ✓ Sale it to an individual?
  - ✓ Acquisition by another company?

- ✓ Public stock option?
- ✓ Franchise it?
- ✓ Hand-down to family?
- ✓ Close it?
- Are there any products or services planned for future implementation? - 5 points
- Explain how your products and services will evolve to meet changing market demands - 5 points

MODULE 5
- ➢ Explain your Menu item product mix strategy - 10 points
- ➢ Explain your chosen Pricing strategy - Quantitative Verses Non-quantitative strategies- 5 points
- ➢ Equipment requirements – provide a list of the equipment as identified by you from your business model layout, and its placement in the kitchen diagram or schematic- 10 points
    - *Specifications* - 20 points
        - ➢ Food specifications – 5completed specs (internal & external specs)
          Write (5) five internal and external specs for each selected menu item
            - ▪ Internal spec – communicates internally to your employees
            - ▪ External specs – communicates externally to your suppliers
        - ➢ Equipment specifications - 20 points
          Provide five (5) equipment specs selected from identified equipment in your layout and equipment-key. One piece of equipment must be a commercial dish machine (ware-washing unit) See www.bigtray.comor www.fermag.com (Energy Star Certification)
        - ➢ *Hazard Analysis Critical Control Plan (HACCP) 20 points*
          Select three (3) potentially hazardous foods or ingredients from your menu
          Write a HACCP Plan for each of these food items or ingredients from your menu specific to your operation
    - *Menu design and copy layout - 5 points*
        - ➢ Break-down and description of the menu items by category
          (1) Appetizers
          (2) Soups/Salads
          (3) Entrees & Dessert
          (4) Beverages
          (5) Alcoholic/ non-alcoholic
        - ➢ Show examples of your menus

MODULE 6
Design, Development and Planning (Review Module 6) (55 points)

- ➢ Physical plant considerations - Sustainability and LEED, others? - 5 points
- ➢ Interior space design considerations - facility layout - draw layout, show representative pictures - 10 points
- ➢ External facilities design characteristics - show prototype example, pictures of unit - 10 points
- ➢ Management of the physical facility - 5 points
- ➢ Life Safety Management Plan - how will you protect your employees, staff, management, and guests? - 10 points
- ➢ Critical Path Plan - write a critical plan showing the steps for construction of your unit - 15 points

MODULE 7
The Construction Phase: Building the Concept (Review Module 7) (55 points)
- ➢ Operational layout and design of the concept. Food production areas are to diagram the layout and provide a listing and an identification key of the equipment and its placement on the layout - 25 points
- ➢ Material and equipment specifications - 5 points

➢ Code adherence - what codes identified for your site location? - 5 points
➢ Bid procedure and strategies - 5 points
➢ Construction sequence - (shown in the critical path?) - - 15 points

MODULE 8
The Marketing Plan (Review Module 8) (150 points)
  Consideration of Marketing Vehicles: 60 points

Marketing Tactics - 20 points
➢ What mix of marketing vehicles will you use and how will they be coordinated?- 5 points
➢ How will your overall marketing plan be phased as pre-opening, grand opening, in-house special event activity?- 15 points
What are your Marketing Goals? - 40 points
  ➢ Pricing Strategy - 10 points
  ➢ Product Strategy - 10 points
  ➢ Place (location) - 10 points
  ➢ Promotion Strategy - 10 points
Market size and trends - 30 points
  ➢ How big is the market? 5 points
  ➢ How fast is it growing?5 points
  ➢ Where is the market heading?5 points
  ➢ What economic and social factors will be influencing the market?5 points
  ➢ How will the market's needs be changing and why?5 points
  ➢ What is your budget for all phases of the marketing effort - Link to 5-year plan?5 points

MODULE 9
Financial Feasibility (Review Module 9) (160 points)
➢ Create your Pro Forma balance sheet - 15 points
➢ Create your Pro Forma income statement - prepare three (3) scenarios
  • Best case - 25 points
  • Average case- 25 points
  • Worst case - 25 points
➢ Project one of these financial cases, Best, Average or Worst case, over the next five years of operation -- tie this into your five-year plan - - 25 points
➢ Create your Pro Forma supporting schedules - 25 points
➢ What are your Capital expenditures? - 10 points
➢ Other:
  • Does your business have any cost control & inventory issues? - 5 points
  • How will your technology -- such as a point-of-sale system? - 5 points

MODULE 10
Social Media (Review Module 10 Social Media) (20 points)
  • Write a policy statement on the use of social media (management, employees, customers, vendors) in your operation - 10 points
  • How will you use (marketing) social media to promote your operation? - 10 points

MODULE 11
Opening Plan (Review Module 11 Opening Plan) (40 points)
  • Discuss how you will use a pre-opening ("soft opening") event - 10 points
  • Identify the goals you want to achieve from the soft opening - 10 points
  • Discuss how you will use a "grand opening" for your operation - 10 points
  • Identify the goals you want to achieve from the grand opening - 10 points

Self-Reflection (35 points)
- What did you learn, what can we add to make the course a better learning experience? 10 - points
- Share your experiences with this course - Course journal? - 15 points
- Conclusions & Recommendations - 10 points

WAC Assessment Rubric

The rubric below is used to assess a random sample of HOSP 470 Business Plans (capstone projects) completed by graduating seniors.

Holistic Score_____

	Exceeds Expectations = 4	Meets Expectations = 3	Emerging = 2	Below Expectations = 1
Descriptive Language (quantifying)	Demonstrates clear/strong understanding of how to interpret and explain financial and statistical data for a familiar audience	Demonstrates general understanding of how to interpret and explain financial and statistical data and write it for a familiar audience	Demonstrates an attempt to interpret and explain financial and statistical data but with errors.	Does not explain or interpret financial data or does so inaccurately.
Descriptive Language (qualifying)	Prose descriptions are vivid and non-generic; provides ample examples and details in responses in appropriate length	Prose descriptions are vivid and non-generic, uses minimal amount of examples and details, at or close to appropriate length for document	Uses some descriptive language but it is not impactful or vivid; may not have enough description.	Vague, generic terms, unclear, does not provide the full amount of necessary/ required information
Understanding of audience and task	Formal language, free of colloquialisms, mindful of stakes and audience	Approaches task seriously, may contain only a few minor lapses in formality	Approaches task seriously but contains enough lapses in formality that they are distracting	Inappropriate tone or language (e.g. contractions, stream of consciousness, lack of organization, self-referential)
Citation	Consistent citation format	A few citation lapses	Attempts citation but with multiple errors	Inconsistent citation or lack of citation
Polish (grammar, mechanics)	Polished grammar and mechanics	Minor errors that do not impede meaning or sentence clarity	Sentences are readable but there are enough errors that they are distracting	Grammatical issues detract from readability
Uses disciplinary terminology appropriately	Fluency with terminology of the discipline	Uses some disciplinary terms mostly appropriately; may miss a few key terms that could be helpful for clearer expression	An even mix of accurate and inaccurately used terminology; may use commonplace terms more than disciplinary terms.	Most terms used inaccurately or haphazardly; or does not use any terminology from the discipline
Effective Document Design	This is a professionally produced document (bound by a publishing company and formatted with a graphics program)	Professional and ready for an external audience (clear, concise, easy to read and follow, page numbers, uses headings, formatting options)	There is an attempt at general formatting, but lack of attention to detail (unclear or missing headings, formatting, and organization), product might look immature.	Lack of organization, haphazard or lack of formatting, difficult to follow

Appendix B – Baseline Results of Senior Assessment

The data below are considered "baseline" survey results from the first assessment of student writing samples. Samples were selected randomly from a collection of multiple semesters of final binders by students who had takenHOSP470 prior to Spring 2017.

Areas in which student writing is ABOVE expectations: 77+

Holistic

exceeds/meets	emerging/below	
n = 10	**77%** (34% / 43%)	**21%** (19% / 5%)

Criterion 5: Polish (Editing/Proofreading)

exceeds/meets	emerging/below	
n = 10	**81%** (36% / 45%)	**19%** (14% /5%)

Criterion 6: Use of appropriate and correct terminology

exceeds/meets	emerging/below	
n = 10	**81%** (36% / 45%)	**18%** (9% /9%)

Areas in which student writing is MEETING expectations: 68-77

Criterion 7: Document Design

exceeds/meets	emerging/below	
n = 10	**73%** (23% / 50%)	**27%** (18% /9%)

Areas in which student writing is BELOW expectations below 67 and below

Criterion 1: Use of Quantifying Language

exceeds/meets	emerging/below	
n = 10	**59%** (14% / 45%)	**41%** (27% / 14%)

Criterion 2: Use of Qualifying Language

exceeds/meets	emerging/below	
n = 10	**64%** (32% / 32%)	**36%** (27% / 9%)

Criterion 3: Understanding of Audience and Task

exceeds/meets	emerging/below	
n = 10	**63%** (36% /27%)	**37%** (23% / 14%)

Criterion 4: Citations

exceeds/meets	emerging/below	
n = 10	**28%** (14% / 14%)	**73%** (9% / 64%)

Discussion of Assessment Results with Recommendations, by the WAC Director

Based on assessment results of the current curriculum in Hospitality Management (before any WAC curriculum has been implemented) students appear to be *struggling to meet expectations* for writing in several areas. It should be noted, however, that the sample size was extremely small, and samples were chosen from across multiple semesters. A full assessment to be done in May 2021 of one full year of samples will most likely yield more consistent and reliable results.

Holistic scores align with ratings for criteria mostly related to the surface level of the document, including polish and use of terminology. Students are appropriately using the terminology of the field and editing their documents, and they are meeting expectations in document design, so overall, the documents look good, which explains the high holistic evaluations. However, deeper reading into the rhetorical features of their work indicate struggle – particularly **audience/task** and use of **quantifying and qualifying language** – and those scores are inconsistent with the holistic evaluations. Scores show that the majority of students in each of these categories are *meeting* and *emerging* (not *exceeding* or *below*), indicating that most are falling in the middle (**audience/task** = 50%; **quantifying language**=72%; **qualifying language**= 59%). This indicates, perhaps, that more effective norming for raters with attention to quality of the writing should be considered for the next assessment.

Over AY 2019-2020, faculty should consider looking back through the course map developed in this document to find courses where they can add activities to help students increase performance in **quantifying and qualifying language**, **audience/task awareness**, and **citations**. They should also determine which of these areas is their highest priority (which of these do students really need to master with confidence?) and consider professional development, workshops, or other resources to support their teaching. This will give them enough time to consider and make changes that could affect student learning outcomes in writing in 2020-2021.