

Description of Course Unit

Course unit title	Tourism Communication ##
Course unit code	HM081307
Type of course unit (compulsory, optional)	Compulsory
Level of course unit (according to EQF: first cycle Bachelor, second cycle Master)	First cycle bachelor
Year of study when the course unit is delivered (if applicable)	Fourth year
Semester/trimester when the course unit is delivered	Eighth semester
Number of ECTS credits allocated	
Name of lecturer(s)	
Learning outcomes of the course unit	<ol style="list-style-type: none"> 1. Mampu mengetahui pentingnya perkembangan tourism communication 2. Mampu mengetahui Konsep Tourism Communication 3. Mampu mengetahui Konsep Branding Destinasi 4. Mampu mengetahui diversifikasi industri pariwisata 5. Mampu memahami rancangan strategi komunikasi pemasaran digital dalam pariwisata 6. Mengetahui penerapan tourism communication dalam praktek dunia kerja maupun riset
Mode of delivery (face-to-face, distance learning)	Hybrid learning
Prerequisites and co-requisites (if applicable)	
Course content	<ol style="list-style-type: none"> 1. Dasar-dasar pariwisata 2. Perkembangan pariwisata 3. Diversifikasi industri pariwisata 4. Konsep pariwisata 5. Stakeholders pariwisata 6. Klasifikasi kampanye pariwisata 7. Pelaksanaan dan evaluasi kampanye pariwisata 8. Pemasaran pariwisata 9. Strategi komunikasi pemasaran 10. Brand destinasi pariwisata 11. Partisipasi masyarakat dalam bidang pariwisata 12. Pariwisata indonesia 13. Tantangan dan perkembangan pariwisata <p>Riset kajian komunikasi</p>

Recommended or required reading and other learning resources/tools	<p>[1] Chang Peter R. 2007. Tourism Management In The 21 Century. Nova Science Publisher Inc : New York.</p> <p>[2] Brouder, Patrick. At All. 2017. Tourism Destination Evolution. Routledge : New York.</p> <p>[3] Harris, Rob. At All. 2002. Sustainable Tourism : A Global Perspective. Butterworth Heinemann : Burlington.</p> <p>[4] Sharpley, Richard & Telfer, David J. 2001. Tourism and Development : Concept and Issues. Channel View Publications.</p> <p>[5] Pender, Lesley & Sharpley, Richard. 2005. The Management Of Tourism. Sage Publications : London.</p> <p>[6] Franklin, Andrian. 2013. Tourism : An Introduction. SAGE Publications : London.</p> <p>[7] Ritchie, BW, At All. 2005. Toursim Research Methods : Integrating Theory With Practice. CABI Publishing : London.</p> <p>[8] Bungin, Burhan. 2015. Komunikasi Pariwisata : Pemasaran dan Brand Destinasi. Kencana : Jakarta.</p> <p>[9] Venus, Antar. 2018. Manajemen Kampanye : Panduan Teoritis dan Praktis Dalam Mengefektifkan Kampanye Komunikasi Publik. Simbiosis Rekatama Media : Bandung.</p> <p>[10] Nasrullah, Rulli. 2017. Media Sosial : Perspektif Komunikasi, Budaya dan Sositoteknologi. Simbiosis Rekatama Media : Bandung.</p> <p>[11] Prigunanto, Ilham. 2014. Komunikasi Pemasaran Era Digital. Prisani Cendikia : Jakarta</p>
Planned learning activities and teaching methods	Kuliah, Diskusi, Tanya Jawab, E-learning: https://vclass.gunadarma.ac.id (PPT/PDF - Presensi – Referensi).
Language of instruction	English and Bahasa Indonesia
Assessment methods and criteria	Menjawab pertanyaan dosen, Merangkum materi kuliah, Kuis, Tugas dan Presentasi

Tourism Communication Assessment Rubric

Writing project on conventional platform.

Direction: chose one of the following topics as writing project topic.

1. Create a paper related to deepening material on tourism communication, digital tourism communication, brand destination, tourism marketing communication. the main focus of digital tourism. The content is printed and presented
2. Create a paper about research trends in digital tourism communication. The content is printed and presented

Writing project on digital platform.

Direction: chose one of the following topics as writing project topic.

1. Make analysis and research related to the development of tourism communication
2. Presents various developments, innovations, and also comparisons of the development of tourism communication

Mid-term test for English creative writing course.

Direction: Do multiple choice questions from all the material that has been studied

No	Criteria/Grade	80-100	65-79	50-64	40-59	0-39
1	Integration of knowledge	The paper demonstrates that the author fully understands and has applied concepts learned in the course. Concepts are integrated into the writer's own insights. The writer provides concluding remarks that show analysis and synthesis of ideas.	The paper demonstrates that the author, for the most part, understands and has applied concepts learned in the course. Some of the conclusions, however, are not supported in the body of the paper.	The paper demonstrates that the author, to a certain extent, understands and has applied concepts learned in the course.	The paper does not demonstrate that the author has fully understood and applied concepts learned in the course.	The paper demonstrates that the author has little understanding of the course.

2	Topic focus	The topic is focused narrowly enough for the scope of this assignment. A thesis statement provides direction for the paper, either by statement of a position or hypothesis.	The topic is focused but lacks direction. The paper is about a specific topic but the writer has not established a position.	The topic is too broad for the scope of this assignment.	The topic is not clearly defined.	The topic is not relevant with the given instruction.
3	Depth of discussion	In-depth discussion & elaboration in all sections of the paper.	In-depth discussion & elaboration in most sections of the paper.	The writer has omitted pertinent content or content runs-on excessively. Quotations from others outweigh the writer's own ideas excessively.	Cursory discussion in all the sections of the paper or brief discussion in only a few sections.	The discussion is superficial and not academic, with no relevant references.
4	Cohesiveness	Ties together information from all sources. Paper flows from one issue to the next without the need for headings. Author's writing demonstrates an understanding of the relationship among material obtained from all sources.	For the most part, ties together information from all sources. Paper flows with only some disjointedness. Author's writing demonstrates an understanding of the relationship among material obtained from all sources.	Sometimes ties Together information from all sources. Paper does not flow - disjointedness is apparent. Author's writing does not demonstrate an understanding of the relationship among material obtained from all sources.	Does not tie Together information. Paper does not flow and appears to be created from disparate issues. Headings are necessary to link concepts. Writing does not demonstrate understanding any relationships	The writing is highly problematic and difficult to understand.