NEW COURSE SYLLABUS

HRMT4200

Hospitality Facilities Management

Course Syllabus

Hotel and Restaurant Management
HRMT4200 Hospitality Facilities Management

DAY/TIME/LOCATION
Mondays
4:00 pm – 6:30 pm
Room 110 – Spidle Hall

FACULTY INFORMATION
Dr. Abel D. Alonso
328B Spidle Hall
Email: ada0007@auburn.edu
Tel: 844-3291
Fax: 844-3279
Office Hours: Mondays and Fridays 10-12 pm or by appointment

CREDIT HOURS - 3

REQUIRED TEXT

ADDITIONAL RESOURCES

COURSE PREREQUISITES
HRTM2400, HRMT2500 and HRMT Major. Students who have not yet completed the prerequisites should consult with the instructor before continuing the course.

PROGRAM MISSION
To educate exceptional leaders for the Global Hospitality and Tourism industries. We concentrate on service excellence, social and ethical responsibility and diversity in a practically oriented and intellectually challenging learning environment.

COURSE DESCRIPTION
This course is offered as an introduction to the fundamental issues involved in the design and management of hospitality facilities. Emphasis is given to maintenance, energy use, occupational health and safety, design and conservation issues. The greening of the hotel industry and the growing importance of minimization of water, waste, power and other sources/resources in the hospitality industry, with the imperative need to strike a balance between guest service satisfaction and environmental sustainability are areas of particular focus in this unit.
COURSE OBJECTIVES/OUTCOMES
The main objectives of course are:

- To describe the nature of hospitality facilities and issues involved in managing maintenance needs.
- To analyze the changing responsibilities involved in facilities management in the light of emerging issues in waste management, environmental sustainability/management and environmental related legislation.
- Demonstrate an appreciation for the design characteristics of hotels and foodservice establishments by applying the basic principles of lodging and food service design, maintenance, safety and renovation.
- Have an understanding and awareness for costs related to hospitality properties of different sizes.

CLASS POLICIES

1) ACADEMIC HONESTY
The University Academic Honesty policy (TITLE XII) will be strictly enforced. Students are responsible for familiarity with this policy and its adherence. Please review the current edition of the Tiger Cub for specifics regarding this policy.

2) GRADING FOR COURSE REQUIREMENT
In class activities (10x3) (e.g., essay, in class activities problem-solving, short quizzes) 30%
Term Project 30%
Oral Presentation (marked individually) 10%
Final Examination 30%

3) GRADING SCALE
90 - 100% = A
80 - 89% = B
70 – 79% = C
60 – 69% = D
59% & < = F

4) UNANNOUNCED QUIZZES, ATTENDANCE, PARTICIPATION AND LATE ASSIGNMENTS
There will be no unannounced quizzes. Class and laboratory attendance is mandatory for all HRMT classes and only official university excused absences (please refer to the Tiger Cub) supported by the relevant documentation will be accepted by Faculty for non-attendance. All supporting documentation must be date stamped and turned into the relevant faculty member at the beginning of the next class (no late excuses will be accepted). Students will be permitted ONE unexcused absence per class, per semester. Each class missed without an official university approved excuse and/or supporting documentation will result in a letter grade deduction (one letter grade per class missed) at the end of each semester. In the event that a student misses more than three classes without an official university approved excuse and/or supporting documentation, this will result in an automatic fail grade for the class. While missed work, including exams, may be made up with an official university approved excuse (as defined in the Tiger Cub), make up laboratory classes are not available. Late assignments will not be accepted after the due date other than with an approved and stamped university excuse.
6) **SPECIAL ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES**

Students who need special accommodations should make an appointment to discuss the Accommodation Memo during scheduled office hours as soon as possible. If scheduled office hours conflict with classes, please arrange an alternate appointment time. If the student does not have an Accommodation Memo but needs special accommodation, the student should contact The Program for Students with Disabilities, 1244 Haley Center, 334-844-2096 (Voice T/O).

7) **ASSESSMENTS**

**IN-CLASS ACTIVITIES (30% OF OVERALL MARK; MARKED INDIVIDUALLY)**

Activities will be assigned for a total of ten (10) weeks and consist of short essays, discussions, and other written tasks to be completed during the course of the lecture.

**GROUP PROJECT (30% OF OVERALL MARK; MARKED AS A GROUP)**

In groups of no more than four (4), students are to assess/critique a hospitality/tourism operation in areas covered in this course. In essence, the students need to identify a hospitality/tourism operation, and critique the management of its facilities in areas covered in this class. The report/critique should have an introduction, literature review, presentation/discussion of findings, implications for the hospitality industry and conclusions/recommendations.

The group project is to be started on week 3 of the semester, with final group composition, introductions, and a brief in-class meeting (after class). Students must discuss their chosen operation with the lecturer PRIOR to starting the written project (week 3). The site (Hotel, restaurant) must be chosen no later than in week 3. Sections of this assessment will be due throughout the semester (to be announced) to monitor students’ progress. A typed report covering all major areas of the assessment, 3,500 words (+ - 10%; singled-spaced), is required presenting the highlights of the investment package project, including implications and recommendations.

Groups are to report their progress biweekly, starting on week 4 (an abstract of 300 words) that illustrates the ideas of the investment package. Subsequent reporting (week 6, 8, etc.) will be in writing (typed, hardcopy draft handouts): groups are to hand in a typed copy of their progress and group members’ involvement (who is doing what). These handouts form the skeleton of the project and consequently must show steady progress. This process is to be a building exercise, whereby groups build upon the tools learned during the semester to use them in their project. At the same time, students will be receiving feedback on their progress. Students are welcome to contact the lecturer (sooner rather than later) to ask questions and receive suggestions on their reports. Cite all reference material used as well as provide a full listing of all references and avoid the use:

I (first person), you (second person), we (fourth person), “In conclusion,” “In my opinion.” Do not start any sentences using: There is, there are, but, it.

**VERY IMPORTANT** for those working in groups: Equal amounts of work and effort are expected of each group member (no free riding). Group members are strongly encouraged to let the lecturer know of any difficulties that may arise in regards to group work. This lecturer will not tolerate any sort of irresponsible attitude, including ‘slacking off’ or ‘bullying.’
POWER POINT PRESENTATION (10% OF OVERALL MARK; MARKED INDIVIDUALLY)
In addition, a Power Point presentation involving ALL group members and presenting the highlights of the study is required. If a student decides to do the project individually, the student will present for around 10 minutes. If students do the project in groups of 2, 3 or 4 people, each student must present for no less than five (5) minutes and a maximum of (8) minutes.

VERY IMPORTANT: Always make different backup copies of all (electronic) work; send it to other colleagues, or to an own private email address. Never have all work saved only on a USB memory stick, or only by one group member. These potential scenarios might spell disaster and are not to be used as excuses to justify lost data or failure to submit the assignment or Power Point presentation on time. Students are being informed of this well in advance; hence, time and resources should be managed well to avoid ‘accidents’ from happening. A high standard of presentation (business / commercial standard) in all regards is expected. As a guide, please see marking criteria for written tasks on last page. The following requirements must be observed:

- Typed submissions, Times New Roman or Arial font 12, single line spacing with 20mm (2cm) left and right margins.
- One hard copy of the major assignments must be submitted for assessment; another copy must be sent electronically to the lecturer’s email (ada0007@auburn.edu).
- Correctly referenced (American Psychological Association Referencing System to be used), with reference list.
- Plagiarism (i.e.: copying) of any kind will not be tolerated.
- All pages must be numbered.
- Must be neat, free from spelling/punctuation mistakes, typographical errors, entirely free from handwriting, and be grammatically well composed.
- Stapled in the top left corner (no other binding please).
- Cover page must identify student(s), lecturer, and title of assignment.

COMPREHENSIVE FINAL EXAM (30% OF OVERALL MARK; MARKED INDIVIDUALLY)
The final exam will cover major areas presented in this course and it will be a combination of questions from a list of themes covered during the semester, including during class activities. Students are to elaborate, interpret information/results and discuss implications for either the business, or both the business and the hospitality industry.

8) EMAIL ETIQUETTE
Emailing skills in today’s world of technological development are an absolute must. In many cases, the way people email will directly reflect on how the recipient views the sender’s operation, organization, or even the sender her/himself as an individual. Proper email etiquette can be a very critical source of creating opportunities, while improper email etiquette can result in destroying business, study and other opportunities. Thus, for their own sake, students are strongly encouraged to become familiar with the following basic rules when they are communicating by email, particularly when they are communicating with the lecturer of this unit. Emails that are improperly edited, incomplete, blank (e.g., with an attachment and no message), anonymous (unknown-unidentifiable email address), emails that use non-English text (e.g., foreign characters with no identifiable name),
emails that use the word ‘Hey’ to address the recipient (i.e. the lecturer), emails with no greeting, and any email that in essence does not follow etiquette will be returned to the sender unanswered.

Please always send emails to the lecturer of this course using the student’s AUBURN email. In case AUBURN’s email system is not working properly emails can be sent using the sender’s private mail (e.g., yahoo, hotmail, etc.). However, please remember to have a name on the ‘sender’ part of the message (e.g., sender’s email address).

A basic way to ‘picture’ email etiquette for this unit is by thinking of five fundamental areas:
1) Subject (what the email is about in a few words, commonly abbreviated as “RE:”).
2) Greeting when starting the actual message.
3) Body of message.
4) Salutation (when ending the message).
5) Signature (Full name of sender, title, degree the student is working towards, contact details).

a) **Subject (RE): Always use a few keywords to let the recipient know what the message is about.** Examples: RE: Question about investment package. RE: Appointment for Wednesday.

b) **Greeting: Always use a simple / brief greeting. Examples:**
   Good morning (Title/name): Dr, Miss, Ms, Mrs, Professor, Mr, etc.
   Good afternoon (Title/name): Dr, Miss, Ms, Mrs, Professor, Mr, etc.
   Good evening (Title/name): Dr, Miss, Ms, Mrs, Professor, Mr, etc.

c) **Body of message:**
   Be clear, brief and to the point. Please avoid using capital letters other than when starting sentences. Please double-check grammar, spelling, and sentence structure. While it is perfectly understood that minor errors are almost unavoidable when emailing in a rush, please note that the overall email should be understandable and ‘make sense.’

d) **Salutation / End of message. Examples:**
   Regards, (followed by name of sender).
   Thanks, (followed by name of sender).

e) **Signature: Signature can be edited by going to:**
   Outlook’s ‘tools’ drop down window, then click on ‘options,’ then select ‘mail format,’ then ‘signatures.’ Edit and save signature and make sure that the signature is free from spelling errors. Example of signature:
   Abel D. Alonso
   Bachelor of Hospitality Management
   Auburn University
   Auburn, AL 36849

Alternatively, signatures can be edited using a WORD template; however, this option would be more time consuming. For more information on Email etiquette, please have a look at the following link: [http://uqconnect.net/?page=27780](http://uqconnect.net/?page=27780)

Finally, the handout showing how to create a signature using Novell should help students.
## 1) TENTATIVE LECTURE PROGRAM

<table>
<thead>
<tr>
<th>Session</th>
<th>Dates</th>
<th>Seminar</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
<td>Introduction, presentation of objectives, assessments, and Ch. 1.</td>
<td>n/a</td>
</tr>
<tr>
<td>2</td>
<td></td>
<td>The role of facilities in the hospitality industry, costs associated with hospitality facilities, the impact of facility design on facility management, and management’s responsibilities towards hospitality facilities. Case study p. 32: One question related to case study to answer in class. <strong>GROUP FORMATION</strong></td>
<td>Prepare Ch. 1, Case study page 32</td>
</tr>
<tr>
<td>3</td>
<td></td>
<td>Facilities maintenance and repair, maintenance management systems, Budgeting for property operation and maintenance (POM) and utilities, Capital expenditure (CapEx) management. Case study p. 79: One question related to case study to answer in class. <strong>BIWEEKLY PROGRESS REPORT 1</strong></td>
<td>Ch. 2 Case study page 79</td>
</tr>
<tr>
<td>4</td>
<td></td>
<td>The development process (special focus on feasibility study), and the planning and design process. Feasibility study exercise.</td>
<td>Prepare Ch. 12</td>
</tr>
<tr>
<td>5</td>
<td></td>
<td>Motivations for environmental concern, waste minimization and management, management of fresh water resources, and wastewater management. Case study p. 116: One question related to case study to answer in class. <strong>BIWEEKLY PROGRESS REPORT 2</strong></td>
<td>Prepare Ch. 3, Case studies p. 116</td>
</tr>
<tr>
<td>6</td>
<td></td>
<td>The main aspects of a hotel renovation. Case study p. 528: One question related to case study to answer in class.</td>
<td>Ch. 14, Case study p. 528</td>
</tr>
<tr>
<td>7</td>
<td></td>
<td>Safety and the hospitality industry, building design, maintenance, and safety, fire safety, evacuation plans, security. Case study p. 162: A different, more general question will be asked in place of the one from the case. <strong>BIWEEKLY PROGRESS REPORT 3</strong></td>
<td>Prepare Ch. 4, Case study p. 162</td>
</tr>
<tr>
<td>8</td>
<td></td>
<td>Water usage in the lodging industry, water quality, water heating, water for entertainment and recreation, and water conservation.</td>
<td>Ch. 5</td>
</tr>
<tr>
<td>9</td>
<td></td>
<td>System design and operating standards, system and equipment maintenance, system components, electric utility billing and building operations. Case study p. 232: One question related to case study to answer in class. <strong>BIWEEKLY PROGRESS REPORT 3</strong></td>
<td>Prepare Ch. 6, Case study p. 232</td>
</tr>
<tr>
<td>10</td>
<td></td>
<td>Factors influencing building comfort, heating sources and equipment, cooling sources of equipment, guestroom HVAC system types.</td>
<td>Prepare Ch. 7</td>
</tr>
<tr>
<td>11</td>
<td></td>
<td>Light sources, lighting system design, lighting system maintenance, and energy conservation opportunities. Case study p. 315: One question to answer in class. Laundry equipment, laundry design. <strong>BIWEEKLY PROGRESS REPORT 4</strong></td>
<td>Prepare Ch. 8, 9, Case study p. 315</td>
</tr>
<tr>
<td>12</td>
<td></td>
<td>Types of food service equipment, maintaining food service equipment, and equipment warranties. Exterior building structure, building interiors, and exterior facilities.</td>
<td>Prepare Ch. 10, 11</td>
</tr>
<tr>
<td>13</td>
<td></td>
<td>Concept development, the project planning team, and design of function areas. Exercise related to Ch. 13 (project design / mini feasibility study). <strong>BIWEEKLY PROGRESS REPORT 5 (LAST)</strong></td>
<td>Prepare Ch. 13</td>
</tr>
</tbody>
</table>

**IMPORTANT:** All reports/critiques and all Power Point presentations due in electronic / soft copy by Friday, November 15 at 5pm. Please send softcopies to ada0007@auburn.edu . All hardcopy reports/critiques in hardcopy due by NO LATER THAN Friday, April 10 at 3 pm. Please drop them off in office 328.

| 14      |       | Presentations will start on this day. | Presentations. All students required to attend. |
| 15      |       | Final exam review. | Presentations. All students required to attend. Please bring questions. |

* In-class activities planned for the corresponding week / session.
### MARKING CRITERIA FOR WRITTEN TASKS (E.G. PROJECT, ACTIVITIES, FINAL).

<table>
<thead>
<tr>
<th>Grades</th>
<th>Depth and breadth of coverage</th>
<th>Critical elements</th>
<th>Structure, language and conventions</th>
</tr>
</thead>
<tbody>
<tr>
<td>A = 90%+</td>
<td>All aspects of the questions were addressed and researched in great depth</td>
<td>The written work shows great depth of thought, excellent development of argument, logical analysis and insight into the subject</td>
<td>All aspects of the written work conform to a high academic / professional standard</td>
</tr>
<tr>
<td>B = 80 - 89%</td>
<td>Most aspects of the question/topic were addressed and researched in great depth</td>
<td>The written work shows some evidence of analysis supported by logical argument and insight into the subject</td>
<td>Most aspects of the written work conform to a high academic / professional standard</td>
</tr>
<tr>
<td>C = 70 - 79%</td>
<td>Most aspects of the question/topic were addressed and researched adequately</td>
<td>The written work shows evidence of elementary analysis and the development of argument</td>
<td>Most aspects of the written work conform to an acceptable academic / professional standard</td>
</tr>
<tr>
<td>D = 60 - 69%</td>
<td>Basic aspects of the question/topic were addressed and researched adequately</td>
<td>The written work is mainly descriptive, showing basic understanding of the topic</td>
<td>The written work displays basic structure</td>
</tr>
<tr>
<td>F = 59% and below</td>
<td>Responses were superficial and/or inadequately addressed the question</td>
<td>The written work demonstrates limited understanding of the topic</td>
<td>The written work is not of an academic / professional standard</td>
</tr>
</tbody>
</table>

Source: Generic Skills Program, Faculty of Business and Law, Edith Cowan University, Australia: [http://www.business.ecu.edu.au/staff/media/GRDs%20(Written).pdf](http://www.business.ecu.edu.au/staff/media/GRDs%20(Written).pdf)
## MARKING CRITERIA FOR PRESENTATIONS.

<table>
<thead>
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<th>Critical elements</th>
<th>Structure, language and conventions</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>A = 90%+</strong></td>
<td>The presentation was highly successful at communicating the essential elements of the topic to the audience. Concepts were thoroughly explained and clarified</td>
<td>The presentation demonstrated deep understanding and comprehension of the topic. There was clear evidence of independent thought and reflection on the topic</td>
<td>The topic was covered in a highly professional and organized manner. The presenter displayed excellent verbal skills and delivered a highly interesting, coherent presentation at an appropriate level for the audience</td>
</tr>
<tr>
<td><strong>B = 80 - 89%</strong></td>
<td>The presentation was successful at communicating the essential elements of the topic to the audience. Most concepts were well explained and clarified</td>
<td>The presentation demonstrated sound understanding and comprehension of most aspects of the topic</td>
<td>The topic was covered in a professional and organized manner. The presenter displayed good verbal skills and mostly delivered an interesting, coherent presentation at an appropriate level for the audience.</td>
</tr>
<tr>
<td><strong>C = 70 - 79%</strong></td>
<td>The presentation adequately communicated most of the essential elements of the topic to the audience. Most concepts were adequately explained</td>
<td>The presentation demonstrated good understanding and comprehension of most aspects of the topic</td>
<td>The topic was covered in an organized manner. The presenter displayed adequate verbal skills and mostly delivered a coherent presentation at an appropriate level for the audience.</td>
</tr>
<tr>
<td><strong>D = 60 - 69%</strong></td>
<td>The presentation basically covered the main aspects of the topic</td>
<td>The presentation demonstrated basic understanding and comprehension of most of the topic</td>
<td>The topic was covered in a basic manner. The presenter displayed minimal standards of verbal skills and/or coherence and organization</td>
</tr>
<tr>
<td><strong>F = 59% and below</strong></td>
<td>The presentation was poorly addresses and/or concepts were inadequately explained</td>
<td>The presentation did not demonstrate sufficient understanding and comprehension of the topic.</td>
<td>The topic was not covered acceptably and/or was poorly organized. Verbal skills were inadequate</td>
</tr>
</tbody>
</table>