

## The Importance of Writing Across the Hospitality and Tourism Curriculum

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**ABSTRACT.** Future managers and leaders in the hospitality and tourism industry must be able to communicate in written form. Writing Across the Curriculum (WAC) programs exist in many institutions of higher education, secondary schools, and elementary schools, but are not often emphasized in the hospitality and tourism curriculum. This paper discusses the need for Writing Across the Curriculum programs in hospitality and tourism education and suggests a planning outline and creative assignments for the implementation of writing in a hospitality and tourism curriculum. [Article copies available for a fee from The Haworth Document Delivery Service: 1-800-HAWORTH. E-mail address: <docdelivery@haworthpress.com> Website: <http://www.HaworthPress.com> © 2004 by The Haworth Press, Inc. All rights reserved.]

**KEYWORDS.** Writing across the curriculum (WAC), writing to learn, writing in the disciplines

### INTRODUCTION

Complaints have been made that college students do not write well and do not understand what is expected of them in college (Cooke,

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*Journal of Teaching in Travel & Tourism*, Vol. 4(2) 2004

<http://www.haworthpress.com/web/JTTT>

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Digital Object Identifier: 10.1300/J172v04n02\_04

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1995). Additionally, many students' language skills, including reading, listening, and the use of vocabulary, which relate to writing, are poor. Some faculty members argue that students have problems grasping questions and analyzing issues and need help developing these skills orally and in writing. Effective writing is valued in business, including the hospitality industry, and its importance has led to a focus on writing in business education programs across the United States. There is widespread agreement that useful written communication is crucial in the workforce and that colleges must help students develop these skills (Sully and Cooke, 1995). Assignments requiring analysis, reflective thought, decision making, and communicated in written form will help students develop these skills. Walvoord and MacCarthy (1997) write that "verbalization at the more conscious levels, including writing, probably helps the writer to understand the thoughts that otherwise would remain inaccessible."

Future managers and leaders in the hospitality and tourism industry must be able to communicate effectively in written form. Correct grammar and spelling, the appropriate word choice, and useful, suitable content are vital in written communication because a poorly written memo, email, handbook, letter, or evaluation influences the message being sent. Inadequately written materials reflect poorly on an employee, a department, a property, a company, and an entire industry.

Written work also needs to be clearly understood by professionals within a content area, and the hospitality and tourism industry is full of its own language and terminology. Many words and phrases commonly used in hospitality are from other languages. For example, *Mise en Place* and a variety of culinary terms are from French, but commonly used in hospitality language in English. Students in hospitality also need to become aware of the range of writing in their potential careers. For a chef or a restaurant manager, writing might be focused on menu development, recipe development, and other food oriented tasks, while hotel managers need to write reports and memos. Additionally, technology has changed the types of writing hospitality and tourism professionals create and read. The Internet has become a major source of information and email has become a common communication form for virtually all professions. Hospitality and tourism students need to be aware that poorly written menus, reports, or emails are embarrassing to the restaurant or hotel and ineffective sales and marketing tools. Therefore, writing skills matter on the job as well as in the classroom, and stu-

dents need to be able to produce effective professional writing in a variety of forms.

Writing across the curriculum (WAC) programs operate in over 2,000 institutions of higher education and many elementary and secondary schools in the United States (Iowa State University, 2002) and have produced positive results as well as some drawbacks. WAC programs aim to help students improve their writing across disciplines and Fulwiler (1984) noted some unexpected benefits from WAC included creating a community of scholars, developing a positive writing environment on campus, improving teacher writing, enhancing teaching methods, and having a positive impact on faculty skills and ultimately their tenure and promotion. Additionally, results from a Georgia State University study indicate that well planned, effective writing assignments create a positive first impression for students (Epstein, 1999). However, many WAC programs are general in nature and do not focus on writing within a student's chosen field of study. Problems with WAC programs may include a lack of common perceptions about writing terminology, resistance to WAC, turf protection, difficulties in translating ideas to different disciplines, student distrust of WAC, and dabbling in WAC versus embracing the concept (Fulwiler, 1984). In a critique of WAC programs, Munter (1999) argue that they are flawed and that colleges of business should have separate courses with equal credit focused on writing. She found that WAC assignments are not appropriate for the students, faculty members were not trained to teach business writing, and teaching writing took more time than WAC programs allowed. In another review of WAC programs, Haug (1996) stated that research suggests that content area teachers may be more qualified than anyone to evaluate the effectiveness of their students' writing and faculty members within a discipline can eliminate their students' resistance to writing through modeling and consistently integrating writing into their content area courses.

Although writing may be important to hospitality and tourism educators, it is not a focus of departmental information, such as materials found in brochures or on web sites, and its uses may not be clearly outlined or identified. In the development of this paper, fifteen hospitality and tourism educational program web pages, including programs housed in stand alone colleges, business colleges, and other departments, were searched for writing programs and writing across the curriculum programs. The search revealed numerous university-wide WAC programs and some details for these requirements, but little to

nothing was mentioned about writing in the discussion of the hospitality and tourism curriculum. Perhaps more attention needs to be given to ways that writing is used within the hospitality and tourism industry and to how writing fits within a hospitality and tourism curriculum. The model illustrated in Figure 1, details the written communication process from sender to receiver and the frameworks of knowledge that shape hospitality and tourism written communications. As the model implies, writing is useful throughout hospitality and tourism. In the creation of a new educational program or in the curriculum review of an existing program, it is vital for educators to determine how writing is used and where it works best within courses to ensure that students actually write.

FIGURE 1. Writing Systems for Hospitality and Tourism: A Conceptual Framework Focusing on the Importance of Writing in Hospitality and Tourism

Writing in Hospitality and Tourism		Writing in Hospitality and Tourism	
ENCODING: Writers		DECODING: Readers	
1. Writing of all kinds: style, skill, specialized pieces (menus)		1. Writing receivers	
2. Structure of the writing formal or informal structures		2. Reports, Internet, letters, memos, menus, etc.	
3. Target Readers: guests, employees, partners, students		3. Response action, evaluating the message, decisions based on communication, creative ideas from writing, critical thinking	
4. Organization			
5. Messages: content, promotion, nature of the issue or problem			
Framework of knowledge For writers		Framework of knowledge For readers	
Hospitality and Tourism Context	Service Practices	Hospitality and Tourism Context	Service Practices
Writing Interactions	-Relationship to service	Operational practice	-Relationship to service
• Menus	-Technical infrastructure	Concepts of hospitality and tourism	-Technical infrastructure
• Reviews	-Political/economic structures		-Political/economic structures
• Reports	-Conditions of service production	Food, Lodging, entertainment	-Conditions of service production
Concepts of social and personal nature and relations	-Innovations/Creativity	Social, Cultural and Business norms	-Innovations/Creativity
Social/cultural/business norms			
Global View	-Benchmarks and Best Practices	Global View	-Benchmarks and Best Practices
Message analysis and selection of writing medium		Situational feedback based on context and service practice	

Note: Adapted from Lyle, J. (2002). *Cultural studies communication model: The mediated communication event as meaningful social discourse*. Communications Studies Program, Brock University, Comm 2F50, Communication Theory. <http://www.brocku.ca/commstudies/courses/2F50/cedag.html>.

not only to produce better written documents but also to enhance learning overall.

The premise of this article is that a Writing Across the Curriculum (WAC) program within the hospitality and tourism curriculum itself will add considerable value to the hospitality and tourism education by providing students with opportunities to write within their major field. In the classroom, the kitchen, or the field, writing as part of hospitality and tourism learning objectives helps students develop and enhance writing skills. Based on that understanding, this paper will discuss the need for WAC in hospitality programs and suggest a planning outline and creative assignments for the implementation of a writing program within a hospitality curriculum.

#### WRITING PROGRAMS

Many types of WAC programs are in use across the country today. Some universities use The Writing to Learn approach to WAC. It frequently makes use of journals, logs, micro themes, and other primarily informal writing assignments. The idea is that if students write reactions in their own words to information received in class or from reading, students comprehend and retain information better. Also, because students write more frequently, they either maintain or improve their writing skills and avoid a decrease in writing ability from entrance to senior year (Romberger, 2002). In one writing to learn model, Sipple (1989) presented an Issue Tree that tied together faculty seminars, course designs, and classroom practices to course goals and assignments, and ultimately faculty planning and student learning. Other schools use The Writing in the Disciplines (WID) approach to WAC. It is based on the understanding that every discipline has its own conventions of language use and style and that these conventions must be taught to students so that they may participate successfully in academic discourse and in industry.

One of the key functions of a WAC program, and in particular a WID program, is to impress upon students that writing can help them learn better and there is much research to support this view (Emig, 1977). The argument that writing is integrally involved in the learning process has its best application in those disciplines where students need to think through and learn to evaluate problems. Hospitality and tourism educators are preparing future managers and leaders for a field that has, on a daily basis,

an infinite number of issues, situations, and ill-structured problems to consider. As Cooke (1991) states, "when we ask our students to write [w]e are encouraging them to engage actively with the subject matter in our disciplines: to see patterns, connect ideas, make meanings—in other words, to learn."

WAC requirements take many forms and are often seen in upper division writing requirements within the student's major for the purpose of promoting better writing skills. In college writing programs, students develop skills to enhance coherent organization, conciseness, clarity, use of standard English, responsiveness to the purpose of writing, and appropriateness for the reader. Prerequisites for an upper level writing course at one institution require a minimum of a C grade in English Composition (Myers, 2001). As implied by the program title, Writing Across the Curriculum, courses are not only in the English department, but also in every major. Students learn about the value of good writing skills in all aspects of their chosen fields and become aware of the range of writing needs in their disciplines (Marshall University, 2001).

#### THE IMPORTANCE OF WRITING

Many would argue that the business world needs students who have acquired the following skills:

- The ability to solve problems;
- The ability to examine ideas carefully and support them with evidence;
- The ability to incorporate and synthesize information;
- Mechanical skills such as the use of correct spelling, grammar, and punctuation;
- Organizational skills; and
- Reasoning ability.

Writing in the disciplines can help students gain these skills (Sully & Cooke, 1995).

For example, eliminating just a handful of common mistakes made a marked improvement in students' ability to use standard English in an accounting context (Hoffmann, 2001). Hoffmann, a business college writing program director (2001), distributed the following "Top Ten List of Problems" in her writing classes to address mistakes:

- Avoiding informal writing.
- Ensuring subject and predicate agreement.
- Distinguishing plural from possessive.
- Using proper punctuation.
  - For example: a comma between two independent clauses is not an adequate substitute for a period or a semicolon. Avoid comma splices.
- Remembering that periods and commas go inside quotation marks.
- Considering new words.
  - For example: the expression of "due" is overused.
- Remembering that "try and" should be "try to."
- Remembering that "different than" should be "different from."
- Distinguishing between affect vs. effect; affect is a transitive verb.
- Distinguishing between principle and principal.

Improving writing also requires a focus on what and how students are to complete a particular project. Students' understanding of assignments and writing improves if information is provided (Sully, 1995). Therefore, advice to faculty is to:

- Be clear about the types of sources expected.
- Explain differences between primary and secondary sources.
- What is acceptable?
- Annotated bibliographies are often a good way of familiarizing students with the different types of writing.
- Explain who the audience is for the paper.
- What assumptions can the students make?
- Is the speaker of the work the powerful voice of authority—rational and careful—or the subjective voice?
- Which is appropriate and why?
- Use the idea of drafting and outlining of thesis or hypothesis.
- Allowing students to use steps can be helpful.
- Explain the idea of a working hypothesis.
- Explain the conventions of the discipline.
- Establish criteria:
  - Possibly set these up before the assignment.
  - Also, students can hand in the grade they expect to get for the first assignment based on these criteria and the instructor can see what needs to be more clearly explained.
  - Some methods of clarifying what is expected in a good response to the assignment.

- Provide examples of both effective and unsatisfactory responses to similar questions.
- The instructor can show these assignments on PowerPoint slides or overheads or hand them out and ask students to grade them according to the criteria.
- Sometimes, providing a sample of your own work is a good idea.
- Doing the assignment yourself can help you to catch problems that your students may have with the assignment (Sully, 1995).

Technology has made a big difference in the way people communicate in written form and in the way that research is conducted. Hospitality and tourism professionals, like other business people, need to learn to communicate effectively via e-mail and learn to use the Internet effectively for research purposes. The following tips for writing effective business e-mails may help students:

- Choose a readable font style.
- Do not write in capital letters.
- Carefully construct your subject heading.
- Use a thoughtful salutation.
- Be polite.
- Keep a dictionary handy.
- Take time to write a message.
- Think of your e-mail as a summary—do not include all the details.
- Consider page layout—keep your lines short.
- Remember to leave a space between paragraphs.
- Limit your use of jargon.
- Consider including all or part of the sender's message.
- Proofread your message carefully (San Diego, 2003; 10 Rules for Writing E-mail, 2003).

Hospitality and tourism students rely heavily on the Internet as the source of references for their written papers and projects. Hospitality and tourism students often need help learning to use the Internet effectively to search for information. To acquire useful, reliable information for their writing, students may need help with:

- How to search on the Internet.
- Searching options available.
- The meaning of search results.

- Improving the quality of their searches.
- Assessing information on the Internet (Monash University, 2003).

Hospitality and tourism program curricula have many common themes and course titles. Often the differentiating factors for a program are its value-added components, those things that are unique to a location or to the organization and delivery and learning of the content. Writing is often not considered as part of the learning process in hospitality and tourism education, but if viewed as a life skill, writing can be integrated into each learning opportunity. Writing is important and deserves more emphasis within the hospitality and tourism curriculum. Whether focusing on content, mechanics, or references, hospitality and tourism educators need to focus on the importance of writing within their courses and perhaps review how writing is practiced within their program.

#### IMPLEMENTING A WAHC PROGRAM FOR HOSPITALITY AND TOURISM

Establishing a Writing Across the Hospitality Curriculum (WAHC) program in a hospitality and tourism department requires the development of parameters that fit the needs of the school and its content and curriculum, and these parameters should be communicated to students and faculty. For example, many programs require a certain grade point average for upper division classes and an assigned level of success should also be determined for writing. This success could be a grade for courses or a portfolio of assignments. Specifically, for hospitality and tourism business programs, the American Association of Collegiate Schools of Business standard stipulates that the business curriculum should include written and oral communication and this has acted as a catalyst for stressing writing skills in general and in WAC programs specifically (Jennings & Vice, 2001). An example of this was highlighted by Hart, Muehsam, and Green (1997) who found accounting faculty members were integrating communication and interpersonal skills into an accounting curriculum. Additionally, instructors, and all those involved in the development of curriculum, need to plan to include writing as part of their learning objectives.

The checklist in Figure 2 is an example of a planning process and some of the issues to be considered when developing a WAHC program.

FIGURE 2. Writing Across the Hospitality Curriculum Planning

	Completed	To be done
WAC written as part of the curriculum outcomes	_____	_____
WAHC goals articulated	_____	_____
Faculty duties and responsibilities known	_____	_____
Writing team identified		
Chair	_____	_____
Faculty(s)	_____	_____
Students(s)	_____	_____
Staff members	_____	_____
Others	_____	_____
Writing program director identified	_____	_____
Campus writing experts identified	_____	_____
Data gathering process detailed	_____	_____
What programs?	_____	_____
Where are the competitors?	_____	_____
Examples of good writing identified	_____	_____
Samples acquired for student modeling	_____	_____
Special training needs identified	_____	_____
Effective teaching practices identified	_____	_____
Writing plan in place	_____	_____
Writing program policies and implementation outlined	_____	_____
Stakeholder interaction planned	_____	_____
Recruiters	_____	_____
Partners	_____	_____
Preparation for providing assistance in place	_____	_____
Conduct an evaluation	_____	_____
• Students	_____	_____
• Faculty	_____	_____
• Partners	_____	_____
Curriculum reviews planned	_____	_____

The goals of the WAHC program and courses need to be clear. For example, in the undergraduate business core capstone course for one program, a separate Advanced Writing Requirement Syllabus is distributed to students. In addition to explicit directions for assignments, the goals of the class are listed as:

- **Writing Skills:** to add polish and sophistication to your writing.
- **Critical Thinking Skills:** to apply strategic decision making and critical thinking skills.
- **Experiential Learning:** to extend an opportunity to produce business communication products of the sort expected by most professionals.
- **Organization:** to set assignment dates that you can meet (Hoffmann, 2001).

Once the goals of writing in a course are clear, students understand their assignments better.

Writing courses or a focus on writing may be found in a particular course or throughout courses in a curriculum, but the emphasis on writing is not necessarily evident in course titles and descriptions. Perhaps more thought needs to be given to addressing writing components across the hospitality and tourism curriculum by identifying courses, topics, and specific assignments that develop students' writing competencies in their chosen field. Rather than simply saying that instructors should increase the amount of writing in their courses, it may be helpful to provide specific writing assignments for students. Key to the success of a WAHC program is the development of interesting and innovative writing assignments. In addition to term papers, writing assignments can take multiple forms and, as suggested, be tied to content throughout the hospitality curriculum. Departments may develop a series of writing exercises to be used in specific courses and individual instructors can develop their own assignments. Figures 3, 4, 5, and 6 highlight content areas and possible assignments involving writing for hospitality and tourism programs.

More specifically, for the developing curriculum of the Kemmons Wilson School, at the University of Memphis, assignments of the various courses are shown in Figure 4. Examples of specific brief writing assignments in the Kemmons Wilson School curriculum are provided in Figures 5 and 6.

Writing does not always have to be product oriented. Instead, writing can be used as a learning tool throughout the curriculum. Examples of using writ-

ing to enhance learning in any hospitality or tourism course include the following exercises:

1. Give a hospitality or tourism topic to everyone (i.e., wines, service, and ecotourism). Next, have everyone write a topic sentence to begin a paragraph about the topic and share the sentences. This activity can be used to stimulate class discussion or interest in a particular subject. It can also give the instructor some idea of the students' knowledge of the topic.
2. Give every student or a small group of students three words or terms related to hospitality or tourism (i.e., hotel, business, and service) and have them write a sentence using the three words or terms and share them. This activity can be used in a manner similar to the previous activity.
3. Group writing—Give a hospitality or tourism topic to a group and have the group make an idea list for the topic. For example, wine—and the group comes up with a list of words like red, white, flavor, bouquet, aging, acidity, oak, tannins, etc. Then have each group write one sentence per topic—can have one person in each group write a sentence on one term and then combine the sentences into a paragraph. This activity can be a great beginning to a unit of study or a helpful tool for review.
4. One minute papers—Have students write a one minute paper on what has just been discussed in class. This can be used at the end of any class and can be used to summarize the class, focus on an important point, or answer specific questions (Rogerson, 2003). This could also be done at the beginning of a class to review the previous lesson or to get students to think about the current lesson. Alternatively, it can be used as a break in a lecture class.
5. Pre-class questions—Write a question or two about the previous or current day's lesson on the board and have students answer the question(s) in writing as they enter the class. The answers can be used as discussion tools.

#### CONCLUSIONS AND RECOMMENDATIONS

The essence of this paper is that written communication needs to be effective. Therefore, collectively, hospitality educators must embrace the basic life and learning skill of writing. Incorporating Writing Across the Hospitality and Tourism Curriculum (WAHC) makes sense for stu-

FIGURE 3. Hospitality Writing Assignments

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<b>Writing Assignments Policy</b>	
Letters to the editor:	
• Local paper	
• Nation's Restaurant News	
• Hotel/Motel Management	
<b>Marketing/Sales</b>	
• Press releases for the department or for a club	
• Marketing plans	
<b>Business Communications</b>	
• Newsletter for the department, activities, calendar of events	
• Press releases for the department or for a club	
<b>Food and Beverage</b>	
• Restaurant critiques	
• Menu critiques and copy	
• Menu development	
• Food writing	
<b>Food Safety</b>	
• Food safety sanitation inspection critiques	
• Food safety guides for businesses	
<b>Introduction/Research</b>	
• Problem statements	
• Problem solving exercises	
• Reviews of guest speakers	
• Hospitality career descriptions	
<b>Lodging</b>	
• Brochure development	
<b>Capstone Classes</b>	
• Analysis of mission statements	
• Quality assessments	
<b>Meetings/Event Planning</b>	
• Conference program analysis	
<b>Human Resources</b>	
• Program development	
• Training exercises	
• Manuals, specifications, descriptions	
<b>Marketing/Advertising/Technology</b>	
• Web page content analysis and design	
• Logo development	
• Technology use and application	
• Department recruitment tools	
<b>Tourism</b>	
• Travel writing	
• Copy development	
• Tourism assessments	
• Analysis of tourism web pages	

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FIGURE 4. Kemmons Wilson School Proposed Writing Assignments

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<b>HPRM 2000 Tourism Management</b>	<b>3 credits</b>
• Problem statements	
• Live projects with deliverables	
• Tourism attraction assessments	
• Mini case development	
• Restaurant critiques	
<b>HPRM 3330 Hotel and Resort Operations</b>	<b>3 credits</b>
• Operating manual development	
• Manuals	
• Brochures	
<b>HPRM 4111 Internship</b>	<b>1 credit</b>
• Internship experience reports	
• Speaker reviews	
• Resume development	
<b>HPRM 4315 Human Resources Management</b>	<b>3 credits</b>
• Task analysis	
• Task breakdowns	
• Job descriptions	
• Training programs	
<b>HPRM 4320 Hospitality Marketing and Sales</b>	<b>3 credits</b>
• Marketing plans	
• Promotional material development	
<b>HPRM 4322 Advanced Food and Beverage Management</b>	<b>3 credits</b>
• Menu development	
• Food safety inspection write ups	
<b>HPRM 4400 International Hospitality</b>	<b>3 credits</b>
• Research projects	
• Investigation of cultural history	
<b>HPRM 4600 Trends</b>	<b>3 credits</b>
(This course content changes each semester)	
• Food writing	
• Restaurant critiques	
• International cuisine projects	
<b>HPRM 4700 Integrative Leadership Challenge</b>	<b>3 credits</b>
• Service learning projects	

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dents and faculty, and useful strategies are needed to build a lasting Writing Across the Curriculum program appropriate for a program's particular needs (Sipple, 1989). These strategies could include developing a forum for discussing WAC on campus, articulating the theoretical assumptions of the program, establishing goals of the program, design-

FIGURE 5. Hospitality Careers Assignment

**1. Written Part:**

For this assignment, after reading the chapter on careers in your text, you are to research a hospitality career of interest to you on the Internet and write up a short summary of the following:

- a. Name of career position(s) of interest
- b. Description of typical responsibilities of the position
- c. Education and training needed
- d. Typical career path
- e. Internet sites that provide information about the career

Write your paper in a brief 1- to 2-page summary form that will make a useful handout for your classmates. Write in complete sentences in paragraphs. Make copies for everyone in the class.

**2. Presentation Part:**

After you have written your career summary, prepare a brief, 3- to 4-minute presentation to share your information with the class. Complete a short PowerPoint presentation or make overhead transparencies to give the class a more visual description of the career you selected. Practice your presentation so that you do not have to read it.

Grading: The summary will be graded on:

1. Content: Completeness—all topics are discussed thoroughly
2. Form: Grammar, punctuation, spelling, organization
3. Internet sources clearly identified

The presentation will be graded on:

1. Content: Completeness—all topics are discussed thoroughly
2. Presentation skills:
  - a. conversational style
  - b. no distracting mannerisms
  - c. organization
  - d. use of support media

ing the program and evaluation activities to arrive at the desired program goals, designing a research component that goes hand in hand with program and evaluation activities, and designing the location of the program on the campus. Perhaps regular discussions about writing within the hospitality and tourism curriculum and across all disciplines on campus will help writing become more of an educational focus. Additionally, an evaluation of the WAHC program is essential, including

FIGURE 6. Restaurant Evaluation

You are expected to visit and evaluate a full service restaurant one time during the semester and to write up your observations and perceptions in a short paper. You must go to a full service restaurant where you will be served your food. It does not have to be fancy, but you may not use a fast food place for this assignment. Your critique must be of a complete meal at a full service restaurant. You will be expected to share your critique with the class.

The critique should be approximately two to three pages in length. Every food item ordered should be evaluated for appearance, taste, and presentation. The restaurant's appearance, service, and atmosphere should be described in detail. Your critique must be double spaced and typed in 12-point font. You need to write in complete sentences and to use paragraphs.

Specifically, your evaluation should include:

1. The name and location of the restaurant
2. The date and time of your visit
3. The type of restaurant
4. The theme of the restaurant, if applicable

And an assessment of:

5. The outside appearance of the restaurant
6. The parking facilities
7. The greeting area/entrance
8. The inside appearance of the restaurant
9. The restrooms
10. The overall atmosphere
11. The appearance of the table
12. Staffing—Who is working where? How does it appear to be working?
13. Cleanliness of:
  - Restaurant, facilities, table, dishes, employees, utensils
14. The food:
  - Appearance, taste, presentation
15. The service:
  - When you enter
  - When you are first seated
  - While you are eating
  - After your meal
16. Overall comments:
  - Your recommendation/Would you go again? Why or why not?
  - Would you tell others to go?

formative and summative information, and might be designed to center around what is to be evaluated, in terms of internal and external aspects (Sipple, 1989). Evidence and documentation of efforts in the writing arena can yield positive results for hospitality and tourism students, educators, and programs. Future research can formalize the evaluation of



assignments and help to target hospitality and tourism courses and materials for programs that include writing as a major learning goal.

WAHC has tradeoffs for both instructors and students. From the student perspective and perhaps for instructors as well, WAHC courses have the disadvantage of demanding more work (Chen & Spencer, 1993). However, the advantage to a student is a more personalized focus on his or her writing and an emphasis on written assignments that are more thoughtfully planned and prepared. Also, writing assignments can be more creative and applicable to the hospitality or tourism content. For instructors, courses with extensive writing assignments can seem like more work with little incentive, but with greater learning opportunities. Overall, through the writing assignments, students and instructors may find that learning is enhanced in the specific hospitality content area and that students' writing improves.

Someone once said that brevity is the soul of good business writing. In written communication, there is a tendency to add more and more and more. Unless substance is incorporated into the material, more is sometimes just more and not better. As hospitality educators plan and work with their curriculum, it is hoped that they will incorporate writing into courses in meaningful ways and not simply tack it on to existing courses to make it more. In this way, the incorporation of writing throughout the hospitality and tourism curriculum can truly make the learning experience better.

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SUBMITTED: 01/16/04

FINAL REVISION SUBMITTED: 03/23/04

ACCEPTED: 03/24/04

REFEREED ANONYMOUSLY

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