

Contemporary Cases

Goodfellow Publishers Ltd

Instructions to Case Authors

The case should comprise:

- The **case itself**, written in a lively, accessible style and with a student audience in mind. Please note that you are not being asked to write a theoretical or conceptual chapter (dealing with principles, theory, frameworks, problems or issues) with one or more cases, but a chapter-length case study.

Of course, a case may include one or more conceptual or theoretical elements: in fact most are more effective if they do. The difference lies in what is serving what: a conventional chapter may contain one or more cases to illustrate the theoretical and conceptual material being presented; a case study, in contrast, usually contains the theoretical and conceptual material needed to support the case but the case is the object of the piece. The conceptual and theoretical material is there to support the case, rather than the case being there to support the conceptual or theoretical material.

A further distinction is that a case looks at a particular instance (or comparison of two or more instances) of a particular phenomenon. This is not the same thing as considering a particular type of phenomenon. For example, a case could consider the management of a specific community-based tourism project in a particular destination. A chapter outlining the principles of community-based tourism in general, on the basis that this is 'a case' of special-interest tourism, would not be acceptable.

As a general guide, the case study elements should make up three-quarters or more of the piece, with the theoretical and conceptual components making up no more than a quarter.

The case itself should include:

- a. **An introduction**, where you set out your main line(s) of argument (relating to the purpose of the case), and **a conclusion**, where you summarise what you have argued.
- b. **References** as academic sources, industry reports, policy documents, etc as appropriate. Please use the style guide provided below. Remember to include the page number(s) of any direct quotes when you cite the reference (e.g. Smith, 2000: 6) and put the quote itself in "double inverted commas".

- c. Additional **hyperlinks** (to web sites) for the online version of the case. When including hyperlinks please think carefully about the (i) reputability/credibility and (ii) likely longevity of the web page(s) you are linking to. Please avoid online encyclopaedia and blog sites. To add a [hyperlink](#) using Word, click on 'insert' and then 'hyperlink' and enter the URL of the webpage in the 'address' box. The hyperlink will then appear in blue and underlined.

Please remember that hyperlinks do not work in the hard copy book and although they will be included in a QR code, not everyone is comfortable with that technology or has access to it. When the sources is important to understanding and appreciating the case, please include both a reference and as a hyperlink

- d. **Photos, maps, charts, diagrams, tables**, etc to enrich your case. You should refer to these in the text using Table 1, 2, etc for tables and Figure 1, 2, etc for everything else. Please make sure any visuals will be sharp and readable in monochrome, as the hard copy book will not be printed in colour. The larger the file the better! When creating charts and diagrams, please ensure that any shading is sufficiently different for readers to be able to read them properly.
- e. **Boxes** for additional/supplementary material. Please remember that these are not the place to put the 'case material'. A box could be a newspaper article illustrating the case, an interview with one of the main actors in the case, or discussion of a side-issue, e.g. details of a phenomenon that is coming to bear on the case.
- f. Brief explanations, using **numbered footnotes**¹, of any technical terms that students of tourism, heritage, hospitality, leisure, retail, events and/or sport (as appropriate to your chapter) are unlikely to know. These can be useful when you would normally include a hyperlink but the material is vital to the case, as footnotes will be included in both the hard copy and electronic formats but hyperlinks will only be included in the latter. Other brief footnotes are welcome too if they help to avoid disrupting the flow of the argument being presented.

Please include as much of this additional material as possible to make your case rich, detailed and realistic – but do make sure you have secreted the necessary permissions.

¹ In Word, click on 'reference', then 'insert footnote'. Please format the footnote in Arial 11 point.

- **Ancillary student material**, including:
 - a. A list of further recommended reading. This should be *additional* references to those referenced in case itself. At least four references, please.
 - b. A list of four or five additional websites or other resources to enable students to follow up their learning. Include hyperlinks to these sites.
 - c. Five or six self-test questions. These should help the reader to consolidate his/her learning.
 - d. A list of the main themes (and sub-themes) and/or theories covered in the case.

Together, these two sections should be approximately 7,500 words in length.

- **Ancillary instructor material**, including:
 - a. List of key themes for discussion.
 - a. Three or four sample essay questions
 - b. Three or four sample exam questions
 - c. Outline answers to the sample exam questions (750-1,000 words please)

There is no length restriction on this material but, as a guide, 3,000 words would normally be appropriate. The instructor material will not appear in the hard copy book but it will be available on the website for additional purchase. As such we need to provide value for money, so please do not stint on this.

- A **PowerPoint slideshow** for use by the instructor, including appropriate images from your case and:
 - a. Two or three slide summarising the context of your case (taken from the introduction).
 - b. Five or six slides summarising the context of your case (taken from the main body of your case).

- c. Six to eight discussion points (adapted from the ancillary student material themes and sub-themes).
- d. Sample essay questions (taken from the instructor material)
- e. Sources of further information (taken from the ancillary student material section).

Please:

- Use a blank white background.
- For text use Calibri (headings) 44 for titles and Calibri (Body) 28 for your bullet points.
- Please ensure that any photos, graphs, tables etc are sharp and would be easily readable from the back of a large classroom.
- Aim for your slideshow to be no more than 15 slides in total.

Further notes

Please use **UK English** and use **UK English punctuation** conventions, except in quotes, where the original spelling and punctuation must be retained.

Guide to referencing

Journal articles:

Bowler I, Clarke G, Crockett A, Ilbery B, Shaw A. 1996. The development of alternative farm enterprises: A study of family labour farms in the Northern Pennines of England. *Journal of Rural Studies* **12** (3): 285-295.

Butler RW. 1980. The concept of a tourism area life cycle of evolution: Implications for management of resources. *The Canadian Geographer* **24** (1): 5-12.

Israeli Y, Mansfeld Y. 2003. Transportation accessibility to and within tourist attractions in the Old City of Jerusalem. *Tourism Geographies* **5** (4): 461-481.

Books:

Roberts L, Hall D. (eds) 2001. *Rural Tourism and Recreation: Principles to Practice*. Wallingford: CABI.

Selwyn T. (ed.) 1996. *The Tourist Image: Myths and Myth Making in Tourism*. Chichester: Wiley.

Fyall A, Garrod B. 2005. *Tourism Marketing: A Collaborative Approach*. Clevedon: Channel View.

Chapters in books:

Leask A. 2006. World Heritage Site designation. In *Managing World Heritage Sites*, Leask A, Fyall, A (eds). Oxford: Elsevier; 1-19.

Getz D. 2003. Sport event tourism: Planning, development and marketing. In Hudson S (ed.) *Sport and Adventure Tourism*. New York: Haworth; 49-88.

Web materials

Farmers Guardian. 2008. *Two sisters, two farms and two successful farming-linked diversification ventures*. <http://www.farmersguardian.com/two-sisters-two-farms-and-two-successful-farming-linked-diversification-ventures/15505.article>