

Critical Reading

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In your degree programmes at the University of Sunderland in London you will be expected to critically read and evaluate a range of academic arguments. For example, if you are a travel and tourism student, you will be asked to examine academic sources and use the facts you have found to express your own view/stance on a travel and/or tourism issue.

Examine the two **CHTM33 student reading samples** on the topic of **destination management**. Which one is <u>more critical</u>? Why?

Reading Sample 1

Destination management involves <u>coordinated and integrated</u> <u>management of the destination product (attractions and events, facilities, transportation, infrastructure, service quality and friendliness).</u>
Effective destination management requires a strategic, or long-term, approach based on a platform of destination visioning and tourism planning. <u>Destination management is accomplished through specialized organizations known as DMOs. DMOs coordinate the efforts of many stakeholders to achieve the destination's vision and goals for tourism.</u>

DMOs came into being because of the need to mount a coordinated effort for planning, developing and marketing tourism destinations. The UN World Tourism Organization (UNWTO) in its publication, *A Practical Guide to Tourism Destination Management* (2007), identified four roles of DMOs (Fig.1.1).

Source: Morrison, A.M. (2019). Marketing and Managing Tourism Destinations. Routledge: Taylor & Francis Group.



Reading Sample 2

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Answer: Reading Sample 2 is more critical. The student has applied a range of effective critical reading strategies.

Critical Reading Strategies

- Underline and/or highlight key words and phrases as you read. This will help you
 to extract the main points.
- Make annotations in the margins on the side of the text/(s) using your own words. This will help you to summarise information, make a note of examples and avoid plagiarism. It will also enable you to keep a written record of information you have read.
- Use symbols such as * to indicate the relevance and importance of something, for example evidence you could use in your assignment/(s) and/or how this information fits within what you have already read/listened to on this topic.
- Ask questions as you go along, for example Is this relevant to my assignment?
 How is this source linked to other texts I have read and/or lectures I have listened to?
- Make comments on what you have read, i.e. try to respond to discipline information. This will help you to develop your critical thinking skills.