

Tamkang University Academic Year 102, 1st Semester Course Syllabus

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| Course Title | SUSTAINABLE TOURISM | Instructor | WEILI JASMINE CHEN |
| Course Class | TPVXB4A DEPARTMENT OF INTERNATIONAL TOURISM MANAGEMENT, 4A | Details | <ul style="list-style-type: none"> ◆ Selective ◆ One Semester ◆ 3 Credits |
| D e p a r t m e n t a l t e a c h i n g o b j e c t i v e s | | | |
| To develop talented managers with international competitive advantage in the tourism industry. | | | |
| D e p a r t m e n t a l c o r e c o m p e t e n c e s | | | |
| <ul style="list-style-type: none"> A. Ability to analyze and solve problems. B. Ability to communicate in English. C. Proper service and work attitude. D. Tourism management knowledge. E. Tourism management skills. | | | |
| Course Introduction | <p>Sustainable tourism starts as an awaking from both the industry and government with the attempts to make as low impact on the environment and local culture as possible, while helping to generate future employment for local residents. The goals for sustainable tourism is to ensure that development brings a positive (or less negative) experience and benefits for local people, tourism companies and the tourists themselves. Eventually, sustainable tourism is not the same as ecotourism.</p> | | |
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The Relevance among Teaching Objectives, Objective Levels and Departmental core competences

I. Objective Levels (select applicable ones) :

- (i) Cognitive Domain : C1-Remembering, C2-Understanding, C3-Applying,
C4-Analyzing, C5-Evaluating, C6-Creating
- (ii) Psychomotor Domain : P1-Imitation, P2-Mechanism, P3-Independent Operation,
P4-Linked Operation, P5-Automation, P6-Origination
- (iii) Affective Domain : A1-Receiving, A2-Responding, A3-Valuing,
A4-Organizing, A5-Characterizing, A6-Implementing

II. The Relevance among Teaching Objectives, Objective Levels and Departmental core competences :

- (i) Determine the objective level(s) in any one of the three learning domains (cognitive, psychomotor, and affective) corresponding to the teaching objective. Each objective should correspond to the objective level(s) of ONLY ONE of the three domains.
- (ii) If more than one objective levels are applicable for each learning domain, select the highest one only. (For example, if the objective levels for Cognitive Domain include C3, C5, and C6, select C6 only and fill it in the boxes below. The same rule applies to Psychomotor Domain and Affective Domain.)
- (iii) Determine the Departmental core competences that correspond to each teaching objective. Each objective may correspond to one or more Departmental core competences at a time. (For example, if one objective corresponds to three Departmental core competences: A, AD, and BEF, list all of the three in the box.)

| No. | Teaching Objectives | Relevance | |
|-----|---|------------------|-------------------------------|
| | | Objective Levels | Departmental core competences |
| 1 | This service learning course aims to provide students real world experience in participating in ecotourism planning and delivery. | A6 | ABE |
| 2 | This course aims to provide students real world experience in participating in ecotourism planning and delivery. | C2 | BD |
| 3 | Provoke students' environmental ethics, sense of responsibility and civic actions. | A5 | AC |

Teaching Objectives, Teaching Methods and Assessment

| No. | Teaching Objectives | Teaching Methods | Assessment |
|-----|---|-----------------------------|-----------------------|
| 1 | This service learning course aims to provide students real world experience in participating in ecotourism planning and delivery. | Discussion, Problem solving | Report, Participation |
| 2 | This course aims to provide students real world experience in participating in ecotourism planning and delivery. | Discussion | Report, Participation |
| 3 | Provoke students' environmental ethics, sense of responsibility and civic actions. | Problem solving | Report, Participation |
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This course has been designed to cultivate the following essential qualities in TKU students

| Essential Qualities of TKU Students | Description |
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| ◆ A global perspective | Helping students develop a broader perspective from which to understand international affairs and global development. |
| ◇ Information literacy | Becoming adept at using information technology and learning the proper way to process information. |
| ◆ A vision for the future | Understanding self-growth, social change, and technological development so as to gain the skills necessary to bring about one's future vision. |
| ◆ Moral integrity | Learning how to interact with others, practicing empathy and caring for others, and constructing moral principles with which to solve ethical problems. |
| ◆ Independent thinking | Encouraging students to keenly observe and seek out the source of their problems, and to think logically and critically. |
| ◆ A cheerful attitude and healthy lifestyle | Raising an awareness of the fine balance between one's body and soul and the environment; helping students live a meaningful life. |
| ◆ A spirit of teamwork and dedication | Improving one's ability to communicate and cooperate so as to integrate resources, collaborate with others, and solve problems. |
| ◆ A sense of aesthetic appreciation | Equipping students with the ability to sense and appreciate aesthetic beauty, to express themselves clearly, and to enjoy the creative process. |

Course Schedule

| Week | Date | Subject/Topics | Note |
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| 1 | 102/09/16~ 102/09/22 | Introduction of course, instructor, course design, and partners | 9/16 Moom Festival no class |
| 2 | 102/09/23~ 102/09/29 | Definition, history, and trend of ecotourism; World Travel & Tourism Council: Leading the Challenges on Climate Change | |
| 3 | 102/09/30~ 102/10/06 | Theme 1: Accountability and Responsibility | |
| 4 | 102/10/07~ 102/10/13 | Theme 2: Local Community Sustainable Growth and Capacity Building | |
| 5 | 102/10/14~ 102/10/20 | Theme 3: Educating Customers and Stakeholders *10/19 (Sat 0730-1700) Fieldtrip to Yehliu Geopark (New Taipei City) | |
| 6 | 102/10/21~ 102/10/27 | Issues in Sustainable Tourism | |
| 7 | 102/10/28~ 102/11/03 | Alternative Tourism | 10/31 no class |
| 8 | 102/11/04~ 102/11/10 | Tourism Development: Government, Industry, Policy and Planning | |
| 9 | 102/11/11~ 102/11/17 | Traveling Green | 11/14 No class (content covered during fieldtrip) |

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| 10 | 102/11/18~ 102/11/24 | Midterm Exam Week | |
| 11 | 102/11/25~ 102/12/01 | Sustainable Tourism Resort Planning: A Stage-by-stage Approach | |
| 12 | 102/12/02~ 102/12/08 | GSTC: Global Sustainable Tourism Criteria | |
| 13 | 102/12/09~ 102/12/15 | Theme 4: Greening the Supply Chain | |
| 14 | 102/12/16~ 102/12/22 | Ecotourism and Protected Areas: Visitor Management for Sustainability | |
| 15 | 102/12/23~ 102/12/29 | Communicating for Sustainable Tourism | |
| 16 | 102/12/30~ 103/01/05 | Case Analysis; Final presentation preparation | |
| 17 | 103/01/06~ 103/01/12 | Final presentation (part I) | |
| 18 | 103/01/13~ 103/01/19 | Final Exam Week | |
| Requirement | <p>1. This senior course emphasizes students' self-motivation, efforts, and performance in tourism service delivery (強調應用與學生主動學習：學期初基礎分為50分·參與課程討論完成優異作品者將獲得高點數、「心不在課程同學」自50分往下扣分)。</p> <p>2. Every student will have to obtain a reading packet for the semester. (每位同學皆需要有一份 reading package.)</p> <p>3. Late assignments will lose points (50%)(無故作業遲交者：24小時內扣50分；24小時後不收件·不接受求情)。</p> <p>4. Any leave excuse shall be communicated to the instructor in person prior to classes. (學生若有公假、事假應於「課程前」親自告知老師·否則以缺席記。)</p> <p>5. The following behaviors will not be allowed in class (use cell phones, iPod, iPad, lap top computers, games, putting make-ups, longer than 5-min leave from classroom, napping, reading ones own materials. Those who conducts the above mentioned acts for three times will get a 0% participation for grade.)[「心思不在課堂者」(如：課程進行間學生若無故使用手機及iPad, iPod等、傳簡訊、玩電玩、打撲克牌、化妝、無故睡覺、看自己的書、離開教室超過5分鐘者·雖不記入曠課·但該堂課的參與成績為零·三次以上者出席率為0分。)]</p> <p>6. Issues or concerns associated with the course will need to communicate with the instructor during/after the class or office hours. (任何學生關於課程之學習狀況·如校外教學因故無法參與等·應利用課程、下課或 office hours 與老師溝通。</p> | | |
| Teaching Facility | Computer, Projector | | |
| Textbook(s) | Reading Package (cost \$300~380) | | |
| Reference(s) | <p>Travel Green Guide (2009). World Tourism Organization.</p> <p>Herremans, I. M. (2006). Cases in Sustainable Tourism: An Experiential Approach to Making Decisions. New York: Routledge.</p> <p>Weaver, D. (2006). Sustainable Tourism. Oxford: Elsevier.</p> | | |
| Number of Assignment(s) | 2 (Filled in by assignment instructor only) | | |
| Grading Policy | <p>◆ Attendance : 20.0 % ◆ Mark of Usual : % ◆ Midterm Exam : 30.0 %</p> <p>◆ Final Exam : 25.0 %</p> <p>◆ Other (case analysis) : 25.0 %</p> | | |

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| Note | <p>This syllabus may be uploaded at the website of Course Syllabus Management System at http://info.ais.tku.edu.tw/csp or through the link of Course Syllabus Upload posted on the home page of TKU Office of Academic Affairs at http://www.acad.tku.edu.tw/CS/main.php.</p> <p>※ Unauthorized photocopying is illegal. Using original textbooks is advised. It is a crime to improperly photocopy others' publications.</p> |
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