

Tamkang University Academic Year 103, 1st Semester Course Syllabus

Course Title	INTRODUCTIONS TO LEISURE AND RECREATION	Instructor	WEILI JASMINE CHEN
Course Class	TQVXB2A DEPARTMENT OF INTERNATIONAL TOURISM MANAGEMENT, 2A	Details	<ul style="list-style-type: none"> ◆ Selective ◆ One Semester ◆ 3 Credits
D e p a r t m e n t a l A i m o f E d u c a t i o n			
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>Leisure and recreation integrate several disciplines including: environment, culture, social psychology, tourism, quality of life, indicator of happiness, and creativity. This year (2014), the course is designed as a "service-learning" class. Hence, students will use therapeutic recreation principles and apply the skills in drama therapy workshops geared toward grade 4th~6th students in Yi-Lan elementary schools.</p> <p>專業知能服務學習課程目標為協助學生應用課堂所學、增進自我反思能力、欣賞多元差異、瞭解社會議題及培養公民能力，以推動並深化具「課程」結合「服務」內涵之服務學習課程。</p>		

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

I. Objective Levels (select applicable ones) :

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|-------------------------|-------------------------------------|---------------------------|
| (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-Charaterizing, | 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	To understand the essence, history, and differences between leisure, recreation, and tourism professions. Students will be able to understand trends and status among recreaitonal professions.	C3	ABCDE
2	To learn the ability and observing, collecting, and analyzing the information for leisure and recreation development.	P3	ABCDE
3	Be able to plan and deliver programming (lead group activities and drama therapy) in a leisure or recreation setting.	P6	ABCDE

Teaching Objectives, Teaching Methods and Assessment

No.	Teaching Objectives	Teaching Methods	Assessment
1	To understand the essence, history, and differences between leisure, recreation, and tourism professions. Students will be able to understand trends and status among recreaitonal professions.	Lecture, Discussion, Appreciation, Visit, Problem solving	Practicum, Report, Participation
2	To learn the ability and observing, collecting, and analyzing the information for leisure and recreation development.	Lecture, Discussion, Simulation, Practicum, Problem solving	Written test, Practicum, Report

3	Be able to plan and deliver programming (lead group activities and drama therapy) in a leisure or recreation setting.	Practicum, Problem solving, service	projects
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This course has been designed to cultivate the following essential qualities in TKU students

Essential Qualities of TKU Students	Description
◇ 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
1	103/09/15 ~ 103/09/21	Introduction to instructor, course objectives, and syllabus; Overview and case analysis of leisure services	
2	103/09/22 ~ 103/09/28	[Part I: Why/ jobs/ abilities from leisure and recreation professionals.] 1.1-Power, promise, potential, and possibilities of parks, recreation, and leisure	
3	103/09/29 ~ 103/10/05	1.2-History and philosophy of recreation (with personal reflection); 1.3-Leisure and recreation for individuals in society;	
4	103/10/06 ~ 103/10/12	1.4-Leisure and recreation across the life span [Part II: Leisure provision & Delivery sectors] 2.1-The environment, countryside and open space	
5	103/10/13 ~ 103/10/19	2.1 Leisure provision Intro; In the commercial sector (sports, health, fitness, wellness, LOHAS, outdoor and adventure recreation) *10/18 Fieldtrip (1300-1830)	

6	103/10/20 ~ 103/10/26	2.3-Parks and related sites (Taiwan, the United States, and UK); 2.4-Leisure provision in voluntary sector (Therapeutic recreation and Unique groups)	
7	103/10/27 ~ 103/11/02	2.5-Leisure provision in the government sector	
8	103/11/03 ~ 103/11/09	[Part III: Leisure & recreational professions (and jobs)] 3.1-Tourism, heritage and leisure	
9	103/11/10 ~ 103/11/16	3.2-The arts, cultures, museums and libraries	
10	103/11/17 ~ 103/11/23	Midterm Exam Week	
11	103/11/24 ~ 103/11/30	3.3-Sports, physical recreation and physical activities	
12	103/12/01 ~ 103/12/07	[Part IV: Leisure & recreation program delivery and management framework] 4.1-Program types and delivery	
13	103/12/08 ~ 103/12/14	4.1-Program delivery prep (week 2); 4.2- Management principles (goals & objectives, programming)	
14	103/12/15 ~ 103/12/21	4.1-Program delivery prep (week 3), in-class management principle practice (mini-exercise)	
15	103/12/22 ~ 103/12/28	4.1-Program delivery presentation	
16	103/12/29 ~ 104/01/04	4.3-Recreation resource management (adventure recreation)	
17	104/01/05 ~ 104/01/11	4.4-The nature and trend of recreation and leisure as a profession	
18	104/01/12 ~ 104/01/18	Final Exam Week	
Requirement	<p>Note: 每一門課程除課程時間外，其校外服務時數至少需達十八小時以上。2 校外服務討論與反思至少須二次以上。3本課程校外服務時數得與社團校外服務結合，時數認定及折抵方式由授課教師訂定。4參與校外服務學生應填寫服務合約及撰寫服務日誌。</p> <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：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 indtuctor 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, Other (bus)
Textbook(s)	Reading Package (cost NTD\$300~380)
Reference(s)	<p>「休閒遊憩概論」是觀光遊憩類研究所（如東華觀光所、台中教育大學永續觀光所、嘉義大學遊憩所等）的必考科目。若有意報考此類研究所同學可於 office hour 諮詢準備之課本及相關考題訊息。</p> <p>Cheating and Plagiarism will receive zero on the task(s): References and acknowledgement of an original author or source must be made through appropriate references. 作弊與抄襲以零分計算。報告請務必引用來源。</p>
Number of Assignment(s)	4 (Filled in by assignment instructor only)
Grading Policy	<p>◆ Attendance : 20.0 % ◆ Mark of Usual : 10.0 % ◆ Midterm Exam : 30.0 %</p> <p>◆ Final Exam : 25.0 %</p> <p>◆ Other (service worksheets) : 15.0 %</p>
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>