

Tamkang University Academic Year 105, 2nd Semester Course Syllabus

| | | | |
|---|---|------------|--|
| Course Title | TOURISM JAPANESE(II) | Instructor | TSAI, TSUNG-PO |
| Course Class | TQTXB3A DEPARTMENT OF INTERNATIONAL TOURISM MANAGEMENT (ENGLISH-TAUGHT PROGRAM), 3A | 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>The goal for this course is to provide students with opportunities not only to read and write basic Japanese phrases, but also to engage in the conversation of the different scenarios in the hospitality/tourism industry including: hotel room booking service, guided tours, restaurant service, bar service, and handling customer complaints. By completing this course, the student is expected to be able to cope with the basic service problems at work in Japanese.</p> | | |
| | | | |

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 | Understanding the basic Japanese language phrases in Tourism and Hospitality Industry | C2 | ABD |
| 2 | Be able to communicate and deal with basic problems in Hospitality and Tourism industry | C2 | ABD |

Teaching Objectives, Teaching Methods and Assessment

| No. | Teaching Objectives | Teaching Methods | Assessment |
|-----|---|--|-------------------------------------|
| 1 | Understanding the basic Japanese language phrases in Tourism and Hospitality Industry | Lecture, Discussion, Problem solving | Written test, Report, Participation |
| 2 | Be able to communicate and deal with basic problems in Hospitality and Tourism industry | Lecture, Discussion, Appreciation, Problem solving | Written test, Report, Participation |
| | | | |

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 | 106/02/13 ~ 106/02/19 | Course Introduction | |
| 2 | 106/02/20 ~ 106/02/26 | Basic Grammar L6 | |
| 3 | 106/02/27 ~ 106/03/05 | Basic Grammar L6 | |
| 4 | 106/03/06 ~ 106/03/12 | Scenario Conversation (1) | |
| 5 | 106/03/13 ~ 106/03/19 | Basic Grammar L7 | |
| 6 | 106/03/20 ~ 106/03/26 | Basic Grammar L7 | |
| 7 | 106/03/27 ~ 106/04/02 | Basic Grammar L8 | |
| 8 | 106/04/03 ~ 106/04/09 | Basic Grammar L8 | |
| 9 | 106/04/10 ~ 106/04/16 | Scenario Conversation (2) | |
| 10 | 106/04/17 ~ 106/04/23 | Midterm Exam Week | |
| 11 | 106/04/24 ~ 106/04/30 | Basic Grammar L9 | |
| 12 | 106/05/01 ~ 106/05/07 | Basic Grammar L9 | |

| | | | |
|-------------------------|--|---------------------------|--|
| 13 | 106/05/08 ~ 106/05/14 | Scenario Conversation (3) | |
| 14 | 106/05/15 ~ 106/05/21 | Basic Grammar L10 | |
| 15 | 106/05/22 ~ 106/05/28 | Basic Grammar L10 | |
| 16 | 106/05/29 ~ 106/06/04 | Scenario Conversation (4) | |
| 17 | 106/06/05 ~ 106/06/11 | Review | |
| 18 | 106/06/12 ~ 106/06/18 | Final Exam Week | |
| Requirement | Students who do not attend class after gaining approval for leave are viewed as being "absent" from class. Those who do not attend class for more than 18 hours are disqualified for any exams in the class and will receive a semester grade (for that course) of zero. | | |
| Teaching Facility | Computer, Projector | | |
| Textbook(s) | 大家的日本語 (みんなの日本語) (2016), 株式会社 スリーエーネットワーク, 大新書局. ISBN : 9789578279063 | | |
| Reference(s) | | | |
| Number of Assignment(s) | 4 (Filled in by assignment instructor only) | | |
| Grading Policy | <p>◆ Attendance : 20.0 % ◆ Mark of Usual : % ◆ Midterm Exam : 20.0 %</p> <p>◆ Final Exam : 20.0 %</p> <p>◆ Other <Assignments&tests> : 40.0 %</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> | | |