

## Tamkang University Academic Year 106, 1st Semester Course Syllabus

Course Title	PRINCIPLES AND APPLICATION FOR INTERPRETATION	Instructor	CHI, SHAN JU
Course Class	TQTXB2P DEPARTMENT OF INTERNATIONAL TOURISM MANAGEMENT (ENGLISH-TAUGHT PROGRAM), 2P	Details	<ul style="list-style-type: none"> <li>◆ Selective</li> <li>◆ One Semester</li> <li>◆ 3 Credits</li> </ul>
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"> <li>A. Ability to analyze and solve problems.</li> <li>B. Ability to communicate in English.</li> <li>C. Proper service and work attitude.</li> <li>D. Tourism management knowledge.</li> <li>E. Tourism management skills.</li> </ul>			
Course Introduction	This course aims at building up the knowledge of being an on-site interpreter from both theoretical background and on-site practices. Students will be assessed by assignments, presentations, and hands-on activities.		

## 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	to understand the principles of guiding and on-site interpretation	C2	CDE
2	to acquire skills of guiding and on-site interpretation	P4	ABCE
3	to be able to deliver presentations (on-site interpretations) confidently	P6	ABCDE

### Teaching Objectives, Teaching Methods and Assessment

No.	Teaching Objectives	Teaching Methods	Assessment
1	to understand the principles of guiding and on-site interpretation	Lecture	Report, Participation
2	to acquire skills of guiding and on-site interpretation	Lecture, Discussion, Appreciation	Report, Participation
3	to be able to deliver presentations (on-site interpretations) confidently	Discussion, Appreciation	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	106/09/18 ~ 106/09/24	Course Orientation	
2	106/09/25 ~ 106/10/01	What is 'interpretation'?	
3	106/10/02 ~ 106/10/08	Interpretation of 'music' - warm up	
4	106/10/09 ~ 106/10/15	The principle of making a presentation	
5	106/10/16 ~ 106/10/22	Introduction to Service Learning;	10/19 SL training
6	106/10/23 ~ 106/10/29	Principles of Interpretations	
7	106/10/30 ~ 106/11/05	Interpretation of ecological and geological sites and Field Trip on 11/1	drills 1 11/1 Field Trip
8	106/11/06 ~ 106/11/12	Interpretation of cultural and historical sites	drills 2
9	106/11/13 ~ 106/11/19	Midterm Oral Presentations	
10	106/11/20 ~ 106/11/26	Midterm Exam Week	
11	106/11/27 ~ 106/12/03	Preparation for Service Learning	
12	106/12/04 ~ 106/12/10	Rehearsal (for SL) and Field trip on 11/1; thus no class on 12/7	

13	106/12/11 ~ 106/12/17	Body Language/Non-verbal Interpretation	
14	106/12/18 ~ 106/12/24	Team reflection disucssion in class/your own style of interpretation	
15	106/12/25 ~ 106/12/31	Service learning: booklet collection	
16	107/01/01 ~ 107/01/07	completion of service learning booklet/ Preparation for course closure party	
17	107/01/08 ~ 107/01/14	Course closure party (to review the results of service learning)	
18	107/01/15 ~ 107/01/21	Final Exam Week	
Requirement	<p>1. This course involves in speaking, presenting, talking, and lots of demonstrating; students who fail to do so might not get a satisfying score by the end of the semester.</p> <p>2. Students who take this course need to fulfill an 18-hour service learning in cooperated organization during their spare time (weekend). If you can not do so, please do not take this course.</p> <p>3. The scheduled submission of assignments includes:  drills 1 and drills 2: 5% for each = 10%  service learning preparation (in-class/group): 10%  service learning journal (individual): 10%  service learning (group) reflection: 10%</p> <p>4. Midterm exam will be in the form of oral presentation; topics will be decided in class in week 8 (no later than week 8).</p> <p>5. Final exam refers to service learning on-site performance.</p>		
Teaching Facility	Computer, Projector		
Textbook(s)	Handouts/PowerPoint		
Reference(s)	Tilden, Freeman (1977). Interpreting Our Heritage (3rd ed.) Chapel Hill: University of North Carolina Press Beck, Lary and Cable, Ted (2011). The gift of interpretation: 15 guiding principles for interpreting nature and culture (3rd ed.) Urbana: Sagamore Publishing.		
Number of Assignment(s)	5 (Filled in by assignment instructor only)		
Grading Policy	◆ Attendance :           %   ◆ Mark of Usual : 50.0 %   ◆ Midterm Exam : 20.0 % ◆ Final Exam :   20.0 % ◆ Other <party hosting> : 10.0 %		
Note	This syllabus may be uploaded at the website of Course Syllabus Management System at <a href="http://info.ais.tku.edu.tw/csp">http://info.ais.tku.edu.tw/csp</a> or through the link of Course Syllabus Upload posted on the home page of TKU Office of Academic Affairs at <a href="http://www.acad.tku.edu.tw/CS/main.php">http://www.acad.tku.edu.tw/CS/main.php</a> . <b>※ Unauthorized photocopying is illegal. Using original textbooks is advised. It is a crime to improperly photocopy others' publications.</b>		