

Tamkang University Academic Year 107, 1st Semester Course Syllabus

Course Title	RESEARCH METHODOLOGY	Instructor	CHIEN-MU YEH
Course Class	TQTXB4B DEPARTMENT OF INTERNATIONAL TOURISM MANAGEMENT (ENGLISH-TAUGHT PROGRAM), 4B	Details	<ul style="list-style-type: none"> ◆ Required ◆ One Semester ◆ 2 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>This course offers the fundamental concepts and practical instructions to help students learn how research is being done. You learn how to apply a great number of statistical techniques, draw conclusions from those, and determine what statistical technique would be suitable for a given dataset and/or research question. This course is meant as preparation for your Bachelor project.</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	Students are expected to have basic ideas about how quantitative research and qualitative research have proceeded. Meanwhile, they should learn how to defend the use of research methodology, using computer-intensive methods for data analysis, drawing conclusions from statistical test results. Eventually, it is the goal that the students are capable to compose a research paper.	C4	ABC
2	Students are expected to have basic ideas about how quantitative research and qualitative research have proceeded. Meanwhile, they should learn how to defend the use of research methodology, using computer-intensive methods for data analysis, drawing conclusions from statistical test results. Eventually, it is the goal that the students are capable to compose a research paper.	P3	ABC
3	Students are expected to have basic ideas about how quantitative research and qualitative research have proceeded. Meanwhile, they should learn how to defend the use of research methodology, using computer-intensive methods for data analysis, drawing conclusions from statistical test results. Eventually, it is the goal that the students are capable to compose a research paper.	A4	ABC

Teaching Objectives, Teaching Methods and Assessment

No.	Teaching Objectives	Teaching Methods	Assessment

1	<p>Students are expected to have basic ideas about how quantitative research and qualitative research have proceeded. Meanwhile, they should learn how to defend the use of research methodology, using computer-intensive methods for data analysis, drawing conclusions from statistical test results. Eventually, it is the goal that the students are capable to compose a research paper.</p>	Lecture, Discussion, Practicum	Written test, Practicum, Participation
2	<p>Students are expected to have basic ideas about how quantitative research and qualitative research have proceeded. Meanwhile, they should learn how to defend the use of research methodology, using computer-intensive methods for data analysis, drawing conclusions from statistical test results. Eventually, it is the goal that the students are capable to compose a research paper.</p>	Lecture, Discussion, Practicum	Written test, Participation
3	<p>Students are expected to have basic ideas about how quantitative research and qualitative research have proceeded. Meanwhile, they should learn how to defend the use of research methodology, using computer-intensive methods for data analysis, drawing conclusions from statistical test results. Eventually, it is the goal that the students are capable to compose a research paper.</p>	Lecture, Discussion, Practicum	Written test, 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	107/09/10~ 107/09/16	Introduction and basic research concepts	
2	107/09/17~ 107/09/23	Introduction and basic research concepts	
3	107/09/24~ 107/09/30	Qualitative research methods	
4	107/10/01~ 107/10/07	Qualitative research methods	
5	107/10/08~ 107/10/14	Qualitative research methods	
6	107/10/15~ 107/10/21	Qualitative research methods	
7	107/10/22~ 107/10/28	How to compose a research paper	
8	107/10/29~ 107/11/04	Journal paper discussion	
9	107/11/05~ 107/11/11	Review	
10	107/11/12~ 107/11/18	Midterm Exam Week	
11	107/11/19~ 107/11/25	Journal paper discussion	
12	107/11/26~ 107/12/02	Developing the research concepts	

13	107/12/03 ~ 107/12/09	Constructing a research model	
14	107/12/10 ~ 107/12/16	Literature review	
15	107/12/17 ~ 107/12/23	Reporting results of data analysis	
16	107/12/24 ~ 107/12/30	Reporting results of data analysis	
17	107/12/31 ~ 108/01/06	Group presentation	
18	108/01/07 ~ 108/01/13	Final Exam Week	
Requirement	If a student' s class absence reaches one-third of the total class hours (in a semester) for this course, the course instructor will notify the Office of Academic Affairs, and the student will not be allowed to take part in the remaining course examinations and will receive a semester grade (for this course) of zero.		
Teaching Facility	Computer, Projector		
Textbook(s)	Creswell, J. (2013). Research Design: Qualitative, Quantitative, and Mixed Methods Approaches. SAGE Publications, Inc.		
Reference(s)			
Number of Assignment(s)	6 (Filled in by assignment instructor only)		
Grading Policy	◆ Attendance : % ◆ Mark of Usual : 30.0 % ◆ Midterm Exam : 20.0 % ◆ Final Exam : 25.0 % ◆ Other <Presentation> : 25.0 %		
Note	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 . ※ Unauthorized photocopying is illegal. Using original textbooks is advised. It is a crime to improperly photocopy others' publications.		