



TQF. 3 Course Specification

Course Code : HHM1202

Course Title : Introduction to Lodging and Restaurant Business

Credits : 3(3-0-6)

Semester /Academic Year : 2/ 2015

Students : Bachelor of Business Administration Program in Hospitality and Tourism Management

Lecturers : Ms. Kanamon Suwantada

International College, Suan Sunandha Rajabhat University

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Section 1 General Information

1. Code and Course Title: Introduction to Lodging and Restaurant Business

2. Credits: 3(3-0-6)

3. Curriculum and Course Category :

This course of Bachelor of Arts Program in Hotel and Hospitality Management (International Program) International College, SSRU is categorized in Requirement Course: Cluster in Specialized Areas Courses.

4. Lecturers: Miss.Kanamon Suwantada

5. Year / Semester

Semester 2/2015

6. Prerequisite Course

None

7. Co-requisite Course :

None

8. Learning Location

International College, Suan Sunandha Rajabhat University, Salaya Campus

9. Last Date for Preparing and Revising this Course:

November 25, 2015

Section 2 Objectives and Purposes

1. Course Aims

At the end of this course, the student will be able to perform in the following areas of performance:

- (1) Understand overview of tourism business and current situation of travel business and traveling trend.
- (2) Ability to apply the theory into practical manner in term of tourism business management.
- (3) Understand a system of sale and how the service orientations and customer relationship has a huge influencing to tourism business.
- (4) Be able to analysis and evaluate the current situation of business also external, internal environment in business, and principle of management function in tour operators and travel agencies.
- (5) Understand the role of Tour Business and Tour Agency in Hospitality field

2. Purposes for Developing / Revising Course (content / learning process / assessment / etc.)

According to TQF (Thailand Quality Framework: HEd.) and the Teachers' Council of Thailand with the standards of professional knowledge and experience for requirement courses, graduate students program in mathematics education should have essence of knowledge in learning management, classroom management, and educational quality assurance as follows:

2.1 Learning management consisting of:

- 1) Learning and teaching theories;
- 2) Learning models and instructional model development;
- 3) Design and management of learning experiences;
- 4) Integration of contents for learning groups;
- 5) Integration for group learning;
- 6) Techniques and know-how in learning management;
- 7) Media implementation and production and innovative development for learning;
- 8) Learner-oriented learning management;
- 9) Learning evaluation.

2.2 Classroom management consisting of:

- 1) Management theory and principles;
- 2) Educational leadership and teamwork;
- 3) Systematic thinking;
- 4) Learning of organizational culture;
- 5) Organizational human relations and communication;
- 6) Preparation and development academic programs and
- 7) activities for educational institution and communities ;
- 8) Information system for management.

2.3 Educational Quality Assurance consisting of:

- 1) Principles and procedures for educational quality assurance;
- 2) Elements of educational quality assurance;
- 3) Educational standards;
- 4) Internal and external assurance;
- 5) Roles of administrators on the educational assurance.

Section 3 Course Structure

1. Course Outline

Evolution, trend, significance, and types of lodging and restaurant, organizational structure and various departments of lodging business and restaurant business, concepts, and management styles of business operation

2. Time Length per Semester (Lecture – hours / Practice – hours / Self Study – hours)

Lecture	Practice/ Field Work/Internship	Self Study	Remedial Class
48 hours	-	96 hours	3+ (if any)

3. Time Length per Week for Individual Academic

Consulting and Guidance

1 hour / week

Section 4 Developing Student’s Learning Outcomes

Learning Standards/Outcomes	Learning Activities	Learning Assessment
<p>1. Ethics and Morals</p> <p>(1) Be able to deliver or to complete a required task at or the appointed time when conducting a tour</p> <p>(2) Be able to do the right thing according to the values, beliefs and principles they claim to hold,</p> <p>(3) Be able to make decisions in business according to moral concepts and judgments.</p>	<p>Work in group to discuss learning management, classroom management, and educational quality assurance; and their impact on teachers' skills and attitudes.</p> <p>(1) The team of students will help to remind other team members to be on time.</p> <p>(2) Provide an example of integrity in classroom such as no plagiarism.</p> <p>(3) Provide a case study that explains business ethics.</p>	<p>Group discussion Report</p> <p>(1) Checking student attendance every class</p> <p>(2) Evaluate from how many students cheating in exam.</p> <p>(3) Evaluate from students' responsibility on their contribution on group project.</p>
<p>2. Knowledge</p> <p>(1) Understanding the business theories and important case studies taught</p> <p>(2) To be able to provide an analysis and provide the solution to real world problems</p> <p>(3) To be able to use business knowledge integrated with other disciplines</p>	<p>(1) Use Problem-based learning</p> <p>(2) Use cooperative learning techniques</p> <p>(3) Invite guest speaker who is an expert in real world business</p>	<p>(1) Pop-quiz, midterm, and final exam</p> <p>(2) A group project</p> <p>(3) Class Presentation</p>

Learning Standards/Outcomes	Learning Activities	Learning Assessment
<p>3. Cognitive Skills</p> <p>(1) The ability to gather and</p>	<p>(1) Group Presentations</p>	<p>1. Individual portfolio</p>

<p>summarize information, and conduct research</p> <p>(2) Self-study and sharing information to the class</p> <p>(3) The ability to solve problems from case studies</p>	<p>(2) Participate in real competitions such as Business Plan Writing.</p> <p>(3) Problem-based learning</p>	<p>2. Term papers</p> <p>3. Group report presentation</p>
<p>4. Interpersonal Skills and Responsibilities</p> <p>(1) Be able to communicate with foreigners in English</p> <p>(2) Be able to use English to solve business problem</p> <p>(3) Initiate some new business ideas and have leadership</p>	<p>(1) Allow students with work in unfamiliar situation with new team members</p> <p>(2) Practice business manner and how to deal with customers</p> <p>(3) Use advance business English to communicate in class and with lecturers</p>	<p>(1) How students participate in teamwork</p> <p>(2) How students use advance business English in their presentation.</p>

Learning Standards/Outcomes	Learning Activities	Learning Assessment
<p>5. Numerical Analysis, Communication and Information Technology Skills</p> <p>(1) Be able to use basic ICT skills and apply them to daily.</p> <p>(2) Be able to use statistics and mathematics to solve business problems.</p> <p>(3) Be able to use IT to search for new knowledge and apply numerical analysis in communication with emphasis on practical and real life experiences.</p>	<p>(1) Use case studies that allow students to implement their knowledge of statistics and mathematics to solve business problems</p> <p>(2) Use activities such as encouraging students to show their work in an exhibition.</p> <p>(3) Students will form a team and do the group projects that require two-ways communication and develop their social skills.</p>	<p>(1) Evaluate the correct application of statistics and mathematics to solve problems.</p> <p>(2) Evaluate their ability to use software computer such as Photoshop doing their work.</p>

Section 5 Lesson Plan and Assessment

1. Lesson Plan

Week	Topic/Outline	Hours	Learning Activities and Medias
1	Introduction	3	<input type="checkbox"/> Pre-testing <input type="checkbox"/> Ice Breaking <input type="checkbox"/> Individual Assignment
2	Unit1: Types of Lodging	3	<input type="checkbox"/> Direct Instruction <input type="checkbox"/> Lecture
3	Unit2: Lodging Organization Structure	3	<input type="checkbox"/> Direct Instruction <input type="checkbox"/> Group work
4	Unit 3: Hotel Management Style	3	<input type="checkbox"/> Direct Instruction <input type="checkbox"/> Co-Operative learning
5	Unit 4: Hotel Evolution and Trends	3	<input type="checkbox"/> Direct Instruction <input type="checkbox"/> Problem Solving <input type="checkbox"/> Case study
6	Unit 5: Departments in Hotel	3	<input type="checkbox"/> Direct Instruction <input type="checkbox"/> Student Research
7	Unit 6: Group Assignment1 presentation	3	<input type="checkbox"/> Group Work

Week	Topic/Outline	Hours	Learning Activities and Medias
8	Midterm Examination		
9	Unit 6: Organization Structure and various departments in Restaurant Business	3	<input type="checkbox"/> Direct Instruction <input type="checkbox"/> Group Work
10	Unit 7: Business Operation	3	<input type="checkbox"/> Direct Instruction
11	Unit 7: Restaurant Evolution and Trends	3	<input type="checkbox"/> Direct Instruction <input type="checkbox"/> Case Study
12	Unit 8: Beverage Management	3	<input type="checkbox"/> Direct Instruction <input type="checkbox"/> Co-Operative Learning
13	Unit 9: Beverage Management (cont)	3	<input type="checkbox"/> Direct Instruction <input type="checkbox"/> Lecture
14	Group Assignment2 Presentation	3	<input type="checkbox"/> Group Presentation
15	Group Assignment2 Presentation	3	<input type="checkbox"/> Group Presentation

Week	Topic/Outline	Hours	Learning Activities and Medias	Lecturer(s)
16	Course Summary and Final examination review Case Study	3	<ul style="list-style-type: none"> Lecture 	Aj.Kanyapilai
17	Final Examination (3 Hrs)			
Total of Hours		48		

2. Learning Assessment Plan

Learning Outcomes	Assessment Activities	Time Schedule (Week)	Proportion for Assessment (%)
1. Ethics and Morals To have ethic behavior (personal responsibility , corporate responsibility) and moral reasoning.	1. Individual portfolio 2. Group discussion	Throughout semester	10 %
2. Knowledge (1) To compile courses to formulate a learning plan for teaching mathematics. (2) To design a learning model appropriate to the learners' ages; (3) To select, develop and produce media and instrument that promote learning	1. Project work and Term papers 2. Project work designed using the Geometer's Sketchpad 3. Group report presentation	Through out semester	50 %

Learning Outcomes	Assessment Activities	Time Schedule (Week)	Proportion for Assessment (%)
<p>3. Cognitive Skills</p> <p>(1) To organize activities that promote learning and classify the learners' levels based on evaluation.</p> <p>(2) To create project work assignment on Algebra using GSP.</p>	<ol style="list-style-type: none"> 1. Project work and Term papers 2. Project work designed using the Geometer's Sketchpad (GSP) 3. Group report presentation 	Through out semester	10 %
<p>4. Interpersonal Skills and Responsibilities</p> <p>(1) Have responsibility for assignment : Design lesson plan and project work using GSP in Algebra</p> <p>(2) Positive interdependence, accountability and posses social skills</p>	<ol style="list-style-type: none"> 1. Checklists 2. Observation 3. Interviews 	Through out semester	10 %
<p>5. Numerical Analysis, Communication and Information Technology Skills</p> <p>(1) Have mathematical skills to analyse and solve Algebraic problems</p> <p>(2) Able to create algebraic functions using mathematics software and self learning through E-learning and Moodle.</p> <p>(3) Can use correct language in oral and written presentations.</p> <p>(4) Can use computer and IT to search for new knowledge through various search engines.</p>	<ol style="list-style-type: none"> 1. Project work and Term papers 2. Project work designed using the Geometer's Sketchpad (GSP) 3. Group report presentation 4. Individual portfolio 	Through out semester	20 %

Section 6 Learning and Teaching Resources

1. Textbook and Main Documents

Tom Powers and Clayton W. Barrows. **Management in the Hospitality Industry**.8th ed. John Wiley & Sons, Inc.

2. Important Documents for Extra Study

Karen E.Silva, Ed.D. Debra M.Howard,M.Ed. Hospitality and Tourism. Glencoe Marketing Series.

3. Suggestion Information (Printing Materials/Website/CD/Others)

Keywords for searching:

Tour business, Travel Agency, Management

Website: www.marketingseries.glencoe.com

Section 7 Course Evaluation and Revising

1. Strategies for Course Evaluation by Students

Using survey questions to collect information from the students' opinions to improve the course and enhance the curriculum. Examples of questions:

- (1) Content objectives were made clear to the students.
- (2) The content was organized around the objectives.
- (3) Content was sufficiently integrated.
- (4) Content was sufficiently integrated with the rest of the first year curriculum.
- (5) The instructional materials used were effectively.
- (6) The learning methods appropriate assessed the students' understanding of the content.
- (7) Overall, Students are satisfied with the quality of this course.

2. Strategies for Course Evaluation by Lecturer

2.1 Lecturers team observe the class and discuss the results as follow:

- (1) The lecturer is well prepared for class sessions.
- (2) The lecturer answers questions carefully and completely.

- (3) The lecturer uses examples to make the materials easy to understand.
- (4) The lecturer stimulated interest in the course.
- (5) The lecturer made the course material interesting.
- (6) The lecturer is knowledgeable about the topics presented in this course.
- (7) The lecturer treats students respectfully.
- (8) The lecturer is fair in dealing with students.
- (9) The lecturer makes students feel comfortable about asking question.
- (10) Course assignment are interesting and stimulating.
- (11) The lecturer's use of technology enhanced learning in the classroom.

2.2 The Director /Head of program construct assessment items to evaluate four dimensions of lecturer's competencies : teaching skills, organization and presentation of materials, management of the learning environment, and teaching attitudes.

3. Teaching Revision

Lecturer revises teaching/learning process based on the results from the students' survey questions , the lecturer team's observation, and classroom research.

4. Feedback for Achievement Standards

International College Administrator Committee monitor to assessment process and Grading.

5. Methodology and Planning for Course Review and Improvement

- (1) Revise and develop course structure and process every two years.
- (2) Assign different lecturers teach this course to enhance students' performance.