



### **TQF.3 Course Specification**

**Course Title:** World Environment **Credit:** 3(3-0-6)

**Semester:** 2 **Academic Years:** 2015

**Bachelor of Arts, Program in** Tourism Industry

**International College, Suan Sunandha Rajabhat University**

**(SSRUIC)**

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## Section 1 General Information

**1. Code and Course Title:** IGM 1111 World Environment

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

**3. Curriculum and Course Category:**

This course of Bachelor of Arts in Tourism Management and Restaurant Business, International College, Suan Sunandha Rajabhat University is categorized in General Education Course in Science Mathematics and Technology.

**4. Lecturer (s):**

Ms. Rojanard Waramontri

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**5. Year / Semester:**

Year 2015 Semester 2

**6. Prerequisite Course:**

None

**7. Co-requisite Course:**

None

**8. Learning Location:**

SSRUIC building

Room Number: 207

**9. Last Date for Preparing and Revising this Course:**

December, 2015

## **Section 2 Aims and Objectives**

### **1. Course Aims**

At the end of this course, the student will reach to cognitive domain, psychomotor domain, and affective domain in the following areas of performance:

- 1.1 To indicate and up-to-date in the global environment situation.
- 1.2 To demonstrate and analyze in the important environment issues which are global warming, climate change, ozone depletion and severe weather changes.
- 1.3 To indicate the cause and the effect of world environment problems.
- 1.4 To apply new solutions to minimize the environment issues.
- 1.5 To realize the consciousness for solving the environment issues.

### **2. Objectives for Developing / Revising Course (content / learning process / assessment / etc.)**

Regarding to TQF (Thailand Qualification Framework: HEd.) for General Education courses, undergraduate students should have an opportunity to demonstrate their logical thinking to integrate in terms of global warming, climate change, ozone depletion and severe weather changes. In addition, the students need to express their ideas through the group discussion, case study, report and presentation in the relevant topics which are the cause, the problem and the solution. Lastly, the students must be concentrating on managing system in order to apply all knowledge for protecting ecosystem in the world.

## Section 3 Course Structure

### 1. Course Outline

This course is to up-to-date global warming problems, causes, and solutions. The main topic includes climate change, ozone depletion, and severe weather changes. Many recent major events of worldwide global warming and its trend will be studied. This course also focuses on the important topics of managing and protecting ecosystem.

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

Lecture	Practice/ Field/ Internship	Self Study	Remedial Class
3 hours/weeks	- hours	6 hours/ weeks	- hours

### 3. Time Length per Week for Individual Academic Consulting and Guidance

3 hours / week, at every Monday

## Section 4 Developing Student's Learning Outcomes

<b>Learning Standard/ Outcome</b>	<b>Learning Activities</b>	<b>Learning Assessment</b>
<p><b>1. Ethics and Morals</b></p> <p>1.1 To be able to work in team as a leader and follower.</p> <p>1.2 To be responsible and partake in activity.</p> <p>1.3 Respect and follow the regulation of the classroom.</p>	<p>1. Encourage to work in group.</p> <p>2. Participate in the case study and relevant issues.</p>	<p>1. Group discussion and group assignment.</p> <p>2. Class attendance and on – time to submit the assignment.</p>
<p><b>2. Knowledge</b></p> <p>2.1 To indicate and up-to-date in the global environment situation.</p> <p>2.2 To demonstrate and analyze in the important environment issues which are global warming, climate change, ozone depletion and severe weather changes</p>	<p>1. Emphasis on the case study and current news in global environment.</p> <p>2. Have a Lecture</p> <p>3. Using media in order to clarified understanding.</p>	<p>1. Brainstorm and discussion in group</p> <p>2. Quiz</p> <p>3. Discussion through the case study and global situation.</p>

2.3 To indicate the cause and the effect of world environment problems.		
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<b>Learning Standard/ Outcome</b>	<b>Learning Activities</b>	<b>Learning Assessment</b>
<p><b>3. Cognitive Skills</b></p> <p>3.1 To apply new solution to minimize the environment issues.</p> <p>3.2 To realize the consciousness for solving the environment issues.</p>	<p>1. Project assignment and presentation.</p> <p>2. Debate</p>	<p>1. Quality of the report that concerns on integration in the concept on global environment.</p> <p>2. Debate in the experience of students.</p>
<p><b>4. Interpersonal Skills and Responsibility</b></p> <p>4.1 State an appropriate opinion.</p> <p>4.2 To be able to work as a team.</p>	<p>1. Individual and group discussion in case studies</p> <p>2. Group Assignment</p>	<p>1. Quiz and Contest</p> <p>2. Presentation and quality of the report.</p>
<p><b>5. Numerical Analysis, Communication and Information Technology Skills</b></p> <p>5.1 To express on the formal communication to improve interpersonal skill.</p> <p>5.2 To develop the information technology skill by searching the information from the internet.</p>	<p>1. Group Assignment</p> <p>2. Assignment for searching the information through web-site.</p>	<p>1. Presentation in the class</p> <p>2. Report must be submitting on-time.</p>



## Section 5 Lesson Plan and Assessment

### 1. Lesson Plan

Week	Topic/ Outline	Hours	Learning Activities and Medias	Lecturer
1	<b>Unit 1:</b> Introduction to IGM 1111 – World Environment <ul style="list-style-type: none"> <li>• Pre- Test</li> <li>• Course outline and evaluation criteria</li> </ul>	3	<ul style="list-style-type: none"> <li>• Course Introduction: course description, teaching approach, course objectives, assessment, class schedule, assignment, class activity, and class rules</li> <li>• Pre- test and writing</li> </ul>	Ms. Rojanard Waramont ri
2	<b>Unit 2:</b> Current Environment Problems <ul style="list-style-type: none"> <li>• Climate change</li> <li>• Global warming</li> <li>• Severe weather change</li> <li>• Ozone depletion</li> <li>• Ecology management system</li> </ul>		<ul style="list-style-type: none"> <li>• Direct Instruction</li> <li>• Cooperative learning</li> </ul>	Ms. Rojanard Waramont ri
3	<b>Unit 3:</b> Ice is Melted <ul style="list-style-type: none"> <li>• How is the earth's temperature changing?</li> <li>• Different Places, Different Temperature changes</li> </ul>	3	<ul style="list-style-type: none"> <li>• Direct Instruction</li> <li>• Cooperative learning</li> <li>• Role play</li> </ul>	Ms. Rojanard Waramont ri
4	<b>Unit 4:</b> Concept of Climate change <ul style="list-style-type: none"> <li>• Cause of climate change</li> <li>• Impact of greenhouse gases</li> </ul>	3	<ul style="list-style-type: none"> <li>• Direct Instruction</li> <li>• Cooperative learning</li> <li>• QUIZ 1</li> </ul>	Ms. Rojanard Waramont ri

<b>Week</b>	<b>Topic/ Outline</b>	<b>Hours</b>	<b>Learning Activities and Medias</b>	<b>Lecturer</b>
<b>5</b>	<b>Unit 5: Signs of Global Warming I</b> <ul style="list-style-type: none"> <li>• Direct and indirect evidence</li> <li>• Melting ice and snow</li> <li>• Impact on wildlife</li> </ul>	3	<ul style="list-style-type: none"> <li>• Direct Instruction</li> <li>• Cooperative learning</li> <li>• Debate from real experiences (To separate in group and discuss in the sign of global warming)</li> </ul>	Ms. Rojanard Waramont ri
<b>6</b>	<b>Unit 6: Signs of Global Warming II</b> <ul style="list-style-type: none"> <li>• Consequence of global warming</li> </ul>	3	<ul style="list-style-type: none"> <li>• Direct Instruction</li> <li>• Cooperative learning</li> <li>• Case study I</li> </ul>	Ms. Rojanard Waramont ri
<b>7</b>	<b>Group presentation, and Review and Preparation for Midterm Examination</b>	3	<ul style="list-style-type: none"> <li>• Group presentation</li> <li>• Review all units for Midterm Exam</li> </ul>	Ms. Rojanard Waramont ri
<b>8</b>	<p>.....<i>Midterm Examination</i>.....</p> <p><i>March 3 – 7, 2014</i></p>			Ms. Rojanard Waramont ri
<b>9</b>	<b>Unit 7 : Ozone Depletion</b> <ul style="list-style-type: none"> <li>• The cause of ozone depletion</li> <li>• The solution for minimize ozone depletion.</li> </ul>	3	<ul style="list-style-type: none"> <li>• Direct Instruction</li> <li>• Cooperative learning</li> </ul>	Ms. Rojanard Waramont ri
<b>10</b>	<b>Field Trip @ Chitralada Royal Villa</b>			Ms. Rojanard Waramont ri

<b>Week</b>	<b>Topic/ Outline</b>	<b>Hours</b>	<b>Learning Activities and Medias</b>	<b>Lecturer</b>
<b>11</b>	<b>Unit 8: Severe Weather Change</b> <ul style="list-style-type: none"> <li>• Elnino and Lanina</li> <li>• Floods</li> <li>• Tsunamis</li> <li>• Snow and avalanches</li> <li>• Volcanoes</li> </ul>	3	<ul style="list-style-type: none"> <li>• Direct Instruction</li> <li>• Cooperative learning</li> <li>• Group activity</li> </ul>	Ms. Rojanard Waramont ri
<b>12</b>	<b>Unit 9: Solution for Global Warming I</b> <ul style="list-style-type: none"> <li>• The community's act</li> </ul>	3	<ul style="list-style-type: none"> <li>• Direct Instruction</li> <li>• Cooperative learning</li> <li>• Self study</li> </ul>	Ms. Rojanard Waramont ri
<b>13</b>	<b>Unit 10: Solution for Global Warming II</b> <ul style="list-style-type: none"> <li>• What will business able to do?</li> <li>• How is the public sector minimizing the problems?</li> </ul>	3	<ul style="list-style-type: none"> <li>• Direct Instruction</li> <li>• Cooperative learning</li> <li>• Case study (on the managing and apply in the tourism industry)</li> <li>• Documentary "Earth Report: business's act"</li> </ul>	Ms. Rojanard Waramont ri
<b>14</b>	<b>Unit 11: Managing and Protecting Ecosystem</b> <ul style="list-style-type: none"> <li>• Ecosystem management</li> <li>• Importance of protecting ecosystem</li> </ul>	3	<ul style="list-style-type: none"> <li>• Direct Instruction</li> <li>• Cooperative learning</li> </ul>	Ms. Rojanard Waramont ri

Week	Topic/ Outline	Hours	Learning Activities and Medias	Lecturer
15	<b>Group Presentation, and Review and Preparation for Midterm Examination</b> <ul style="list-style-type: none"> <li>• Group presentation</li> <li>• Prepare and revision for final exam</li> </ul>	3	<ul style="list-style-type: none"> <li>• Group presentation</li> <li>• Review all units for Final Exam</li> <li>• Question and answer period</li> </ul>	Ms. Rojanard Waramont ri
16	..... <i>FINAL EXAMINATION</i> ..... 5 – 9 May, 2014			
<b>Total of Hours</b>		<b>45</b>		

## 2. Learning Assessment plan

No.	Learning Outcome	Assessment Activities	Time Schedule (Week)	Proportion for Assessment (%)
1.	<b>Ethics and Morals</b>			
	1.1 To be able to work in team as a leader and follower.	1. Individual assignment	All over semester	<b>10%</b>
	1.2 To be responsible and partake in activity.	2. Group discussion and group assignment.		<b>20%</b>
	1.3 To respect and follow the regulation of the classroom.	3. Class attendance and on-time to submit the assignment.		<b>10%</b>

No.	Learning Outcome	Assessment Activities	Time Schedule (Week)	Proportion for Assessment (%)
2.	<p><b>Knowledge</b></p> <p>2.1 To indicate the current environment problem.</p> <p>2.2 To consider the concept of global warming.</p> <p>2.3 To apply the managing and protecting ecosystem to the tourism industry.</p>	<p>1. Brainstorm and discussion in group</p> <p>2. Quiz I and II</p> <p>3. Discussion through the case study and global situation.</p> <p>4. Midterm test</p> <p>5. Final examination</p>	<p>Week 2, week 5, week 7 and week 14</p> <p>Week 3 and week 7</p> <p>Week 2, week 5 and week 10</p> <p>Week 8</p> <p>Week 16</p>	<p><b>10%</b></p> <p><b>20%</b></p> <p><b>30%</b></p>
3.	<p><b>Cognitive Skills</b></p> <p>3.1 To apply the terms of global warming, climate change, ozone depletion and sever weathers for solving the present environment issues.</p>	<p>1. Quality of the report that concerns on integration in the concept on global environment.</p> <p>2. Debate in the experience of students.</p>	<p>Week 15</p> <p>Week 4</p>	
4.	<p><b>Interpersonal Skills and Responsibilities</b></p> <p>3.1 To express appropriate opinions.</p> <p>3.2 To be able to work as a team.</p>	<p>1. Individual and group discussion in case studies</p> <p>2. Group Assignment</p>	<p>All over semester</p>	

No.	Learning Outcome	Assessment Activities	Time Schedule (Week)	Proportion for Assessment (%)
5.	<p><b>Numerical Analysis, Communication and Information Technology Skills</b></p> <p>3.1 To express on the formal communication to improve interpersonal skill.</p> <p>3.2 To develop the information technology skill by searching the information from the internet.</p>	<p>1. Individual and group discussion in case studies</p> <p>2. Group Assignment</p>	All over semester	

## Section 6 Learning and Teaching Resources

### 1. Textbook and Main Document

Alex Steffen, c. b. (2011). **World Changing a user guide for the 21st century**. New York: Abram.

Silver, J. (2008). **global warming and climate change** . America: RR Donnelley.

Yarrow, J. (2009). **ecological** . London: Duncan Baird.

### 2. Important Documents for Extra Study

Documentaries: Home, Inconvenience Truth, Strange days on planet earth and Earth Report.

Online Medias: You Tube

Global warming:

<http://www.youtube.com/watch?v=oJAbATJCugs&feature=fvsv>

Sustainability:

<http://www.youtube.com/watch?v=B5NiTN0chj0&feature=related>

Online Academic Journal:

Charles, B. (1993). Some Fundamental Truths About Tourism: Understanding Tourism's Social and Environment fall impact. *Journal of sustainable tourism*, 7-15.

Gian-Reto Walther, Eric Post, Peter Convey, Annette Menzel, Camille Parmesank, Trevor J. C. Beebee, Jean-Marc Fromentin. (2002, March 28). Ecological responses to recent climate. *Macmillan Magazines* , pp. 389-39

## **Section 7 Course Evaluation and Improvement**

### **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 question:

- 1.1 Content objectives were made clear to the students.
- 1.2 The content was organized around the objectives.
- 1.3 The content was sufficiently integrated.
- 1.4 The content was sufficiently integrated with the rest of the first year curriculum.
- 1.5 The instructional materials were used effectively.
- 1.6 The learning methods appropriately assess the students' understanding of the content.
- 1.7 Overall, students are satisfied with the quality of this course.

### **2. Strategies for Course Evaluation by Lecturer**

- 2.1 Lecturers team observes the class and discuss the results as follow:
  - 2.1.1 The lecturer is well prepared for class sessions.
  - 2.1.2 The lecturer answers questions carefully and completely.
  - 2.1.3 The lecturer uses examples to make the materials easy to understand.
  - 2.1.4 The lecturer stimulates interest in the course.
  - 2.1.5 The lecturer made the course material interesting.
  - 2.1.6 The lecturer is knowledgeable about the topics presented in this course.
  - 2.1.7 The lecturer treats students respectfully.
  - 2.1.8 The lecturer is fair dealing with students.
  - 2.1.9 The lecturer makes students feel comfortable about asking questions.
  - 2.1.10 Course assignments are interesting and stimulating.
  - 2.1.11 The lecturer uses technology to enhance 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 monitors the assessment process and grading.

#### **5. Methodology and Planning for Course Review and Improvement**

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