



TQF.3

Bachelor's Degree

Master's Degree

Course Specification

Course Code: IGM111

Course Title : World Environment

Credits : 3 (3-0-6)

Program: Restaurant Business

International College Suan Sunandha Rajabhat University (SSRUIC)

Semester : 2 Academic Year : 2017

Section 1 General Information

1. Code and Course Title :

Course Code: IGM1111
Course Title (English): World Environment
Course Title (Thai): -

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

3. Curriculum and Course Category :

3.1 Curriculum: Bachelor of Arts, Program in Restaurant
Business, International College

3.2 Course Category:

General Education Required Course
 Elective Course Others

4. Lecturer Responsible for Course and Instructional

Course Lecturer (s) :

4.1 Lecturer Responsible for Course: Miss Yanika Chuentako

4.2 Instructional Course Lecturer(s): Miss Yanika Chuentako

5. Contact/Get in Touch

Room Number 305 Tel. 092-745-5979

E-mail yanika.ch@ssru.ac.th

6. Semester/ Year of Study

6.1 Semester: 2 Year of Study 2017

6.2 Number of the students enrolled 36

7. Pre-requisite Course (If any)

None

8. Co-requisite Course (If any)

None

9. Learning Location

Building Number: SSRUIC Room Number 407

10. Last Date for Preparing and Revising this Course:

Date 15 Month December Year 2017

Section 2 Aims and Objectives

1. Course Aims

At the end of this course, the student will reach to five domains in the following areas of performance:

1.1 Morals and Ethics

- (1) Be aware of values and morality, ethics, generosity, integrity and honesty as well as be able to solve critical problems and disputes;
- (2) Have positive attitudes towards service careers;
- (3) Be able to lead and follow group members, work in team and be a role model for others; and
- (4) Have self-discipline, be punctual, responsibility to self, profession and society.

1.2 Knowledge

- (1) Have up-to-date knowledge in the management and operation of businesses in the hospitality industry both theories and practices widely, systematically and internationally;
- (2) Have integrated knowledge in other related disciplines; and
- (3) Have knowledge and understanding in research process and techniques which will be benefit in solving problems and adding up to the knowledge in the career.

1.3 Cognitive Skills

- (1) Be able to analyze the causes of problems and conflicts as well as be able to solve problems systematically and find out proper solutions to the problems;
- (2) Be able to apply both theoretical and practical knowledge into real-life problem; and
- (3) Be able to apply innovation and knowledge from other related academic fields in developing working skills.

1.4 Interpersonal Skills and Responsibility

- (1) Have responsibility for individual and group assignments as well as be able to help and facilitate others in solving problems; and
- (2) Be responsible for the improvement of self-academic learning and the profession continuously.

1.5 Numerical Analysis, Communication and Information

Technology Skills

- (1) Be competent in foreign languages in listening, speaking, reading, writing and summarizing the main points effectively;
- (2) Be able to communicate with foreigners effectively in the appropriate contexts;
- (3) Be able to use technology to communicate and present effectively; and
- (4) Be able to apply statistical or mathematical knowledge in analyzing and interpreting the data.

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

According to TQF (Thailand Quality Framework: HEd.) with the standards of professional knowledge and experience for General Education course, undergraduate students in Restaurant Business program in general education should have essence of knowledge in the concepts and principles of worldwide global warming as well as having an ability to apply the lessons with case studies and in actual work.

Section 3 Characteristics and Operation

1. Course Outline

(English) Global warming problems, causes, and solutions, main topics include climate change, ozone depletion, and severe weather changes. Major events of worldwide global warming and its trend. Important topics of managing and protecting ecosystem in a sustainable way, including implications on the hospitality industry.

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

Lecture (hours)	Remedial Class (hours)	Practice/ Field Work/ Internship (hours)	Self Study (hours)
48	-	90	Upon request

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

(The lecturer responsible for course identifies the information, for example, 1 hour / week)

3.1 Self consulting at the lecturer's office: Room Number 305 Building SSRUIC International College (Nakhonpathom Education Center/SSRU)

3.2 Consulting via office telephone/mobile phone: 092-745-5979

3.3 Consulting via E-Mail: yanika.ch@ssru.ac.th

3.4 Consulting via Social Media (Facebook/Twitter/Line): Line

3.5 Consulting via Computer Network (Internet/Web board) :

Teacher website: www.teacher.ssru.ac.th/yanika_ch

Section 4 Developing Student's Learning Outcomes

1. Morals and Ethics

1.1 Morals and Ethics to be developed

- (1) Be aware of values and morality, ethics, generosity, integrity and honesty as well as be able to solve critical problems and disputes;
- (2) Have positive attitudes towards service careers;
- (3) Be able to lead and follow group members, work in team and be a role model for others; and
- (4) Have self-discipline, be punctual, responsibility to self, profession and society.

1.2 Teaching Strategies

- (1) Provide examples on ethical and moral behavior in classroom such as the issue of plagiarism in doing assignments;

- (2) Provide case studies that explain ethics in careers in the hospitality industry; and
- (3) Be strict with classroom attendance and participation, classroom rules, students' uniform that have to be complied with the university rules and regulations.

1.3 Assessment Strategies

- (1) Class attendance, class participation, and behavior in class;
- (2) On-time submission of report and assignments and their quality, and
- (3) Students' contribution on group assignments

2. Knowledge

2.1 Knowledge to be developed

- (1) Have up-to-date knowledge in the management and operation of businesses in the hospitality industry both theories and practices widely, systematically and internationally;
- (2) Have integrated knowledge in other related disciplines; and
- (3) Have knowledge and understanding in research process and techniques, which will be benefit in solving problems and adding up to the knowledge in the career.

2.2 Teaching Strategies

- (1) Use problem-based learning;
- (2) Use cooperative learning techniques; and
- (3) Invite guest speakers who are experts in the field of hospitality management to give special lectures.

2.3 Assessment Strategies

- (1) Quizzes
- (2) Midterm and final examination
- (3) Assignments

3. Cognitive Skills

3.1 Cognitive Skills to be developed

- (1) Be able to analyze the causes of problems and conflicts as well as be able to solve problems systematically and find out proper solutions to the problems;
- (2) Be able to apply both theoretical and practical knowledge into real-life problem; and
- (3) Be able to apply innovation and knowledge from other related academic fields in developing working skills.

3.2 Teaching Strategies

- (1) Problem-based learning
- (2) Cooperative learning techniques
- (3) Case studies
- (4) Invite guest speakers who are experts in the field of hospitality management to give special lectures.

3.3 Assessment Strategies

- (1) Quizzes
- (2) Midterm and final examination.
- (3) Assignments

4. Interpersonal Skills and Responsibilities

4.1 Interpersonal Skills and Responsibilities to be developed

- (1) Have responsibility for individual and group assignments as well as be able to help and facilitate others in solving problems; and
- (2) Be responsible for the improvement of self-academic learning and the profession continuously.

4.2 Teaching Strategies

- (1) Group assignments
- (2) Use cooperative learning techniques
- (3) Field trips

4.3 Assessment Strategies

- (1) Students' contribution and behavior in group assignments; and
- (2) Class presentation

5. Numerical Analysis, Communication and Information

Technology Skills

5.1 Numerical Analysis, Communication and Information

Technology to be developed

- (1) Be competent in foreign languages in listening, speaking, reading, writing and summarizing the main points effectively;
- (2) Be able to communicate with foreigners effectively in the appropriate contexts;
- (3) Be able to use technology to communicate and present effectively; and
- (4) Be able to apply statistical or mathematical knowledge in analyzing and interpreting the data.

5.2 Teaching Strategies

- (1) Provide assignments that require students to use numerical analysis skills and knowledge;
- (2) Provide assignments that require students to use information technology skills and knowledge;
- (3) Use e-learning;
- (4) Use group discussions; and
- (5) Use presentation

5.3 Assessment Strategies

- (1) Assignments;
- (2) Presentation; and
- (3) Observe from students' use of English and/or other language in discussing with other students and lecturers as well as in presenting in front of the class.

6. Other Domain

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Remark: Symbol ● means 'major responsibility'

Symbol ○ means 'minor responsibility'

No symbol means 'no responsibility'

The above symbols were shown in 'Curriculum Mapping' of TQF 2.
(Program Specification)

Section 5 Lesson Plan and Assessment

1. Lesson Plan

Week	Topic/Outline	Periods	Learning Activities and Medias	Lecturer(s)
1	Topic 1 Introduction to global warming <ul style="list-style-type: none"> • Various global warming facts • Myths vs. Facts on Global Warming 	3 hours	<ul style="list-style-type: none"> • Direct Instruction • E-learning • Group Discussion • E-learning 	Miss Yanika
2	Topic 2 Global warming Trend and Effects <ul style="list-style-type: none"> • Global temperature rise • Warming oceans • Shrinking ice sheets • Glacial retreat • Decreased snow cover • Sea level rise • Declining Arctic sea ice • Ocean acidification 	3 hours	<ul style="list-style-type: none"> • PBL • Direct instruction • Case study discussion • Exercise • E- learning 	Miss Yanika
3	Topic 3 Climate change <ul style="list-style-type: none"> • Impact of climate change • The consequences of climate change • Solution of climate change 	3 hours	<ul style="list-style-type: none"> • PBL • Direct instruction • Case study discussion • Exercise • E- learning 	Miss Yanika
4	Topic 4 Ozone depletion <ul style="list-style-type: none"> • Important of Ozone depletion • Cause of Ozone depletion • The solution of 	3 hours	<ul style="list-style-type: none"> • PBL • Direct instruction • Case study discussion • Exercise • E- learning 	Miss Yanika

	Ozone depletion			
5	Topic 5 Extreme weather caused by global warming <ul style="list-style-type: none"> • Global warming linked to severe weather • Heat Waves • Drought • Heavy Downpours • Floods • Hurricanes • Change in the storm 	3 hours	<ul style="list-style-type: none"> • PBL • Direct instruction • Case study discussion • Exercise • E- learning 	Miss Yanika
6	Topic 6 Extreme events <ul style="list-style-type: none"> • Definition of Extreme weather events • Extreme weather affect humans • Climate related risks and extreme events 	3 hours	<ul style="list-style-type: none"> • PBL • Direct instruction • Case study discussion • Exercise • E- learning 	Miss Yanika
7	Topic 7 Renewable Energy <ul style="list-style-type: none"> • Solar energy • Wind energy • Concept of green cities • Concept of green building 	3 hours	<ul style="list-style-type: none"> • PBL • Direct instruction • Case study discussion • Exercise • E- learning 	Miss Yanika
8	Midterm Examination			
9	Topic 8 Environment <ul style="list-style-type: none"> • Concept of environment • Types of environment • Concept of Biosphere • Concept of Ecosystem • Input and output of an ecosystem 	3 hours	<ul style="list-style-type: none"> • PBL • Direct instruction • Case study discussion • Exercise • E- learning 	Miss Yanika

	<ul style="list-style-type: none"> • Components of ecosystem • Characteristics of an ecosystem 			
10	<p>Topic 9 Environment and urbanization</p> <ul style="list-style-type: none"> • Water degradation in urban areas • Pollution in metros • E-waste Management and Handling 	3 hours	<ul style="list-style-type: none"> • PBL • Direct instruction • Case study discussion • Exercise • E- learning 	Miss Yanika
11	<p>Topic 10 Mining and environment</p> <ul style="list-style-type: none"> • Impact of mining on environmental degradation 	3 hours	<ul style="list-style-type: none"> • Direct instruction • Group discussion • E- learning 	Miss Yanika
12	<p>Topic 11 Biodiversity conservation</p> <ul style="list-style-type: none"> • Why it needed? • New technologies for conservation • Economic incentives for conservation • People participation • Eco tourism • Traditional methods of biodiversity conservation 	3 hours	<ul style="list-style-type: none"> • PBL • Direct instruction • Case study discussion • Exercise • E- learning 	Miss Yanika
13	<p>Topic 12 Concept of Sustainable Development</p> <ul style="list-style-type: none"> • What is sustainable development • Sustainable agriculture • Sustainable forest management • Sustainable Tourism 	3 hours	<ul style="list-style-type: none"> • PBL • Direct instruction • Case study discussion • Exercise • E- learning 	Miss Yanika

14	<p>Topic 13 Ecology and Environmental Health</p> <ul style="list-style-type: none"> • Help reduce Global Warming • Reduce, Reuse and Recycle • Steps to stop global warming 	3 hours	<ul style="list-style-type: none"> • Direct instruction • Case study discussion • Exercise • E- learning 	Miss Yanika
15	<p>Topic 14 Building Sustainable Future</p> <ul style="list-style-type: none"> • Changing the consumption habits • Saving Energy • Engaging in Activism • Social Identity for Teenagers: Understanding Behavioral Intention to Participate in Virtual World Environment 	3 hours	<ul style="list-style-type: none"> • PBL • Direct instruction • Case study discussion • Exercise • E- learning 	Miss Yanika
16	Final Examination			

2. Learning Assessment Plan

	Learning Outcome	Assessment Activities	Time Schedule (Week)	Proportion for Assessment (%)
1	<p>Morals and Ethics</p> <p>(1) Be aware of values and morality, ethics, generosity, integrity and honesty as well as be able to solve critical</p>	Attendance/ Discipline	Throughout the semester	10%

	<p>problems and disputes;</p> <p>(2) Have positive attitudes towards service careers;</p> <p>(3) Be able to lead and follow group members, work in team and be a role model for others; and</p> <p>(4) Have self-discipline, be punctual, responsibility to self, profession and society.</p>			
2	<p>Knowledge</p> <p>(1) Have up-to-date knowledge in the management and operation of businesses in the hospitality industry both theories and practices widely, systematically and internationally;</p> <p>(2) Have integrated</p>	<p>Midterm & Final Examinations</p>	<p>8/17</p>	<p>20% and 30 %</p>

	<p>knowledge in other related disciplines; and</p> <p>(3) Have knowledge and understanding in research process and techniques which will be benefit in solving problems and adding up to the knowledge in the career.</p>			
3	<p>Cognitive Skills</p> <p>(1) Be able to analyze the causes of problems and conflicts as well as be able to solve problems systematically and find out proper solutions to the problems;</p> <p>(2) Be able to apply both theoretical and practical knowledge into real-life</p>	Assignments	Throughout the semester	20%

	<p>problem; and</p> <p>(3) Be able to apply innovation and knowledge from other related academic fields in developing working skills.</p>			
4	<p>Interpersonal Skills and Responsibilities</p> <p>(1) Have responsibility for individual and group assignments as well as be able to help and facilitate others in solving problems; and</p> <p>(2) Be responsible for the improvement of self-academic learning and the profession continuously.</p>	Group/Pair work	Throughout the semester	15%
5	<p>Numerical Analysis, Communication and Information Technology Skills</p> <p>(1) Be competent in foreign languages in</p>	E-Learning	Throughout the semester	5%

<p>listening, speaking, reading, writing and summarizing the main points effectively;</p> <p>(2) Be able to communicate with foreigners effectively in the appropriate contexts;</p> <p>(3) Be able to use technology to communicate and present effectively; and</p> <p>(4) Be able to apply statistical or mathematical knowledge in analyzing and interpreting the data.</p>			
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Section 6 Learning and Teaching Resources

1. Textbook and Main Documents

Christidis, N., P. A. Stott, and S. J. Brown, 2011: The role of human activity in the recent warming of extremely warm daytime temperatures. *Journal of Climate*, 24, 1922-1930, doi:10.1175/2011JCLI4150.1.

Peterson, T. C. et al., 2013: Monitoring and understanding changes in heat waves, cold waves, floods and droughts in the United States: State of knowledge. *Bulletin of the American Meteorological Society*, 94, 821-834, doi:10.1175/BAMS-D-12-00066.1.

2. Important Documents for Extra Study

Vose, R. S. et al., 2013: Monitoring and understanding changes in extremes: Extratropical storms, winds, and waves. *Bulletin of the American Meteorological Society*, in press, doi:10.1175/BAMS-D-12-00162.1.

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

Global Climate Change. (2014, June 02). Retrieved December 21, 2017, from <https://climate.nasa.gov/>

Section 7 Course Evaluation and Revising

1. Strategies for Course Evaluation by Students

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

The topics include:

- (1) Content objectives
- (2) The instructional materials
- (3) The learning methods and assessment

1.2 Observing students' behavior in classroom.

1.3 Using students' suggestion during classroom.

2. Strategies for Course Evaluation by Lecturer

2.1 Lecturers team observes 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 stimulates 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 dealing with students.
- (9) The lecturer makes students feel comfortable about asking questions.
- (10) Course assignments are interesting and stimulating.
- (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

5.1 Revise and develop course structure and process every three years.

5.2 Assign different lecturers teach this course to enhance students' performan

Curriculum Mapping Illustrating the Distribution of Program Standard Learning Outcomes to Course Level

Courses	1. Morals and Ethics				2. Knowledge			3. Cognitive Skills			4. Interpersonal Skills and Responsibility			5. Numerical Analysis, Communication and Information Technology Skills				6. Other Domain ie. Learning Management Skills		
	● Major Responsibility												○ Minor Responsibility							
Course Category General Education	1	2	3	4	1	2	3	1	2	3	1	2	3	1	2	3	4	1	2	3
Course Code IGM1111 Course Title World Environment	○	○	●	○	○	●	○	○	○	●	●	○	○	○	○	●	○	-	-	-