

**El Paso Community College**  
**Syllabus**  
**Part II**  
**Official Course Description**

<b>SUBJECT AREA</b>	<u>Travel and Tourism</u>
<b>COURSE RUBRIC AND NUMBER</b>	<u>TRVM 1308</u>
<b>COURSE TITLE</b>	<u>Travel Destinations I Western Hemisphere</u>
<b>COURSE CREDIT HOURS</b>	<u>3      3    :    0</u> Credits   Lec      Lab

**I. Catalog Description**

Studies countries located in the Western Hemisphere including Canada, United States, Latin America, South America, and the Caribbean Islands. Emphasizes the culture, customs, seasonal attractions, climate, physical features, language, currency, political conditions, and how they affect both the business and leisure traveler. **(3:0)**.

**II. Course Objectives**

- A. Unit I. Geography
1. Utilize maps and manuals to identify major geographical entities and measurements, various locations in the Western Hemisphere.
  2. Calculate elapsed time involved during travel through time zones and crossing the international date line.
  3. Describe how geography assists a travel counselor in selecting appropriate leisure and business destinations.
  4. Know all pertinent information regarding various regional Western Hemisphere locations, particularly dress codes, temperatures, climate, demographics, laws and customs, food, and health concerns.
- B. Unit II. The United States, Canada, and Greenland
1. Locate on maps and describe areas of The United States, Canada, and Greenland.
  2. Discuss the selling features and benefits for leisure and business destinations which would be of interest to Texans.
  3. Convey to clients the importance of fluctuations in the value of foreign currency.
  4. Explain local customs, courtesies, and taboos of states and countries studied.
  5. Operate a digital camera.
- C. Unit III. Mexico, the Caribbean, Bermuda, Bahamas, and Central America
1. Use maps and other sources to locate and provide information regarding areas of Mexico, Caribbean, Bermuda, Bahamas, and Central America.
  2. Discuss the selling features and benefits for leisure and business destinations which would be of interest to Texans.
  3. Convey to clients the importance of fluctuations in the value of foreign currency.
  4. Explain local customs, courtesies, and taboos of states and countries studied.
- D. Unit IV. South America, Antarctica, and Falkland Islands
1. Determine the locations on maps and describe areas of South America., Antarctica and Falkland Islands.

2. Discuss the selling features and benefits for leisure and business destinations which would be of interest to Texans.
3. Convey to clients the importance of fluctuations in the value of foreign currency.
4. Explain local customs, courtesies, and taboos of states and countries studied.

E. Unit V. Putting It Together

1. Present written and oral reports on a destination in the Western Hemisphere, incorporating an adequate knowledge of geography, writing, spelling, and speaking.
2. Create a basic one to two week itinerary based on a specific scenario.
3. Describe the typical types of passengers who are drawn to specific destinations in the Western Hemisphere.
4. Present trip options and explain a standard length of stay for a first time traveler to a specific destination.
5. Label a map of Western Hemisphere.
6. Resolve any customer issues.
7. Perform up-selling.
8. Close the sale.

**III. THECB Learning Outcomes (WECM)**

1. Develop a working knowledge of the Western Hemisphere.
2. Identify the most important travel destinations in each country and their map location.
3. Recognize selling features and benefits of popular destinations.
4. Identify these destinations in brochures and other reference materials.
5. Demonstrate the use of maps, list key airports and study the relative locations of continents, oceans, seas and lakes.
6. Learn different time zones, identify local customs, language and foreign currency.
7. Understand how major topographical features and climatic regions affect cultures and travel.
8. Identify typical travelers drawn to specific destinations in the hemisphere and create a basic one to two week itinerary given a specific scenario.

**IV. Evaluation**

A. Unit Assignments

1. Unit assignments are designed to give the student the practice needed to become competent in selling, and advising travelers.
2. Activities will be graded based on being complete and correct.
3. Assignments are due at the beginning of class unless otherwise instructed.
4. The student has the responsibility to complete assignments as outlined in this syllabus.
5. Web activities will be completed in the classroom when time permits or during open lab.

B. Unit Written Exams

1. There will be written exams.
2. A major project will be assigned.
3. Completion of assignments and satisfactory attendance will be part of the evaluation of the competence of a student.

C. Final Evaluation

1. The course grade will be based on point scale for each item used in the evaluation.
2. The final grade will be determined by the percent of the total points accumulated during the course.

D. Grading Scale:

900-1000 points (90 – 100%)	=	A	Incomplete	=	I
800-0899 points (80 – 89%)	=	B	Withdrawal	=	W
700-0799 points (70 – 79%)	=	C			

600-0699 points (60 – 69%)	=	D
000-0599 points (0 – 59% )	=	F

- E. Remediation  
Students seeking additional help may obtain tutoring assistance from the instructor as time permits.

**V. Disability Statement (Americans with Disabilities Act [ADA])**

EPCC offers a variety of services to persons with documented sensory, mental, physical, or temporary disabling conditions to promote success in classes. If you have a disability and believe you may need services, you are encouraged to contact the Center for Students with Disabilities to discuss your needs with a counselor. All discussions and documentation are kept confidential. Offices located: VV Rm C-112 (831-2426); TM Rm 1400 (831-5808); RG Rm B-201 (831-4198); NWC Rm M-54 (831-8815); and MDP Rm A-125 (831-7024).

**VI. 6 Drop Rule**

Students who began attending Texas public institutions of higher education for the first time during the Fall 2007 semester or later are subject to a 6-Drop limit for all undergraduate classes. Developmental, ESL, Dual Credit and Early College High School classes are exempt from this rule. All students should consult with their instructor before dropping a class. Academic assistance is available. Students are encouraged to see Counseling Services if dropping because exemptions may apply. Refer to the EPCC catalog and website for additional information.