

El Paso Community College

Syllabus

Part II

Official Course Description

SUBJECT AREA	<u>Travel and Tourism</u>
COURSE RUBRIC AND NUMBER	<u>TRVM 1341</u>
COURSE TITLE	<u>Travel Destinations II</u> <u>Eastern Hemisphere</u>
COURSE CREDIT HOURS	<u>3 3 : 0</u> Credits Lec Lab

I. Catalog Description

Studies countries located in the Eastern Hemisphere including Europe, Asia, Africa, Middle East, Australia, and New Zealand. Emphasizes the culture, customs, seasonal attractions, climate, physical features, language, currency, and political conditions and how they affect both the business and leisure traveler. **(3:0).**

II. Course Objectives

- A. Unit I. Europe
 - 1. Locate on maps and describe areas of Europe.
 - 2. Discuss the specific selling features and benefits for leisure and business destinations which would be of interest to residents of Texas.
 - 3. Convey to clients the importance of fluctuations in the value of the currency in the countries studied.
 - 4. Explain local customs, courtesies, and taboos of states and countries studied.
- B. Unit II. Africa
 - 1. Use maps and other sources to locate and provide information regarding areas of Africa.
 - 2. Discuss the specific selling features and benefits for leisure and business destinations which would be of interest to residents of Texas.
 - 3. Convey to clients the importance of fluctuations in the value of the currency in the countries studied.
 - 4. Explain local customs, courtesies, and taboos of states and countries studied.
- C. Unit III. Asia
 - 1. Determine the locations on maps and describe areas of Asia.
 - 2. Discuss the specific selling features and benefits for leisure and business destinations which would be of interest to residents of Texas.
 - 3. Convey to clients the importance of fluctuations in the value of the currency in the countries studied.
 - 4. Explain local customs, courtesies, and taboos of states and countries studied.
- D. Unit IV. Oceania, Australia, and the South Pacific.
 - 1. Locate on maps and describe areas of Oceania, Australia, and the South Pacific.
 - 2. Discuss the specific selling features and benefits for leisure and business destinations which would be of interest to residents of Texas.
 - 3. Convey to clients the importance of fluctuations in the value of the currency in the countries studied.

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 Eastern 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 Eastern Hemisphere.
4. Develop trip options and explain a standard length of stay for a first time traveler to a specific destination.
5. Utilize maps and manuals to identify major geographical entities and measurements, various locations in the Eastern Hemisphere.
6. Calculate elapsed time involved during travel through time zones and crossing the International Date Line.
7. Explain how geography assists a travel counselor in selecting appropriate leisure and business destinations.
8. Identify all pertinent information regarding various regional Eastern Hemisphere locations; particularly dress codes, temperatures, and climate, demographics, laws and customs, food, and health concerns.
9. Label a map of Eastern Hemisphere.
10. Resolve customer issues.
11. Recognize and report suspicious people/activities.
12. Plan for customer medical conditions and disabilities.
13. Plan for weather-related incidents.
14. Research alternative methods.
15. Plan personal activities around job schedule.

III. THECB Learning Outcomes (WECM)

1. Develop a working knowledge of the Eastern 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 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 researching and advising in the area of travel destinations.
2. Activities will be graded on the basis of being correct and complete.
3. Assignments are due at the beginning of class unless otherwise instructed.
4. It is the responsibility of the students to complete assignments as outlined in the syllabus.
5. Web activities will be completed in the classroom, when time permits, or during open lab.

B. Unit Written Exams, Major Project, Assignments, and Attendance

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 a 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.

VII. Title IX and Sex Discrimination

Title 9 (20 U.S.C. 1681 & 34 C.F.R. Part 106) states the following "No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any educational program or activity receiving Federal financial assistance." The Violence Against Women Act (VAWA) prohibits stalking, date violence, sexual violence, and domestic violence for all students, employees and visitors (male and female). If you have any concerns related to discrimination, harassment, or assault (of any type) you can contact the Assistant to the Vice President for Student and Enrollment Services at 915-831-2655. Employees can call the Manager of Employee Relations at 915-831-6458. Reports of sexual assault/violence may also be reported to EPCC Police at 915-831-2200.