



教學計劃表 Syllabus

課程名稱(中文) Course Name in Chinese	英語導覽解說		學年/學期 Academic Year/Semester	114/2	
課程名稱(英文) Course Name in English	English for Tourism				
科目代碼 Course Code	EL_24700	系級 Department & Year	學二	開課單位 Course-Offering Department	英美語文學系
修別 Type	學程 Program	學分數/時間 Credit(s)/Hour(s)	3.0/3.0		
授課教師 Instructor	/嚴愛群				
先修課程 Prerequisite					
課程描述 Course Description					

This course uses Hualien as the main field for developing students' practical English tour guiding competence in authentic and near-authentic contexts. It focuses on Hualien's natural landscapes, local culture, Indigenous tourism, night markets and small businesses, as well as themes such as disasters and resilience, low-carbon mobility, and sustainable tourism, so that students gain a multidimensional understanding of Hualien as a tourism destination and can introduce it to domestic and international visitors in clear, structured English. Through step-by-step tasks and projects, students learn to design tour routes, write site descriptions and scripts, and deliver mini tours and full tours that integrate content knowledge with communicative performance.

Besides, the course explicitly integrates the UN Sustainable Development Goals (SDGs) and Social and Emotional Learning (SEL) as core frameworks. When planning routes and scripts, students are guided to consider the tensions and balance between tourism development and environmental protection, cultural respect, local economies, and community voices, and to identify which SDGs (such as sustainable cities and communities, responsible consumption and production, climate and ecosystems) are most relevant to their tour designs. In both the midterm mini tour and the final integrated project, students must concretely demonstrate how sustainable tourism principles and SDGs are reflected in their narratives, itinerary choices, and suggested visitor behaviors.

From the SEL perspective, the course systematically cultivates self-awareness, self-management, empathy, relationship skills, and responsible decision-making through embedded activities. Early in the semester, students engage in "My guide self" reflection and positive self-talk exercises to recognize their strengths and anxieties in English speaking and guiding situations. During route design and group work, they rotate roles, practice I-statement conflict negotiation, and conduct stress check-ins and support planning, learning to handle time pressure, divergent opinions, and teamwork challenges with more constructive and respectful communication.

Furthermore, in this course, students may use AI tools such as Felo for brainstorming and information gathering, and large language models for draft and feedback support. Students must always: (1) generate their own ideas first, (2) critically select and rewrite AI outputs, and (3) clearly indicate where AI was used. Students must follow these principles when using AI:

Think first, then use AI: Each assignment should begin with the student's own ideas or draft. AI is a helper for refinement, not the main author of the work.

1. Critically select and rewrite: Students must read, select, and rewrite AI outputs; direct copy-and-paste of full AI text is not acceptable. Teachers may ask for both the original AI output and the revised version.
2. Clearly indicate AI use: When required, students should briefly state which AI tool they used and for what purpose, for example: "AI tool used: Felo, to brainstorm possible SDGs for our tour; we chose and rewrote the final explanations."
3. Avoid over-reliance and academic misconduct: Submitting AI-generated text as if it were entirely one's own work, without meaningful modification or acknowledgement, will be treated as academic misconduct according to department or university regulations.

The main goal is for students to integrate their own observations, local knowledge, and sustainability values, while using AI to enhance their English expression and tour design quality, not to replace their thinking and creativity.

課程目標 Course Objectives		
系專業能力 Basic Learning Outcomes		課程目標與系專業能力相關性 Correlation between Course Objectives and Dept.'s Education Objectives
A	具備英文聽說讀寫的基礎能力。Basic English ability in listening, speaking, reading, writing.	●
B	具備對英美文化與文學史的基礎瞭解。Basic understanding of English and American cultures and their literary histories.	○
C	具備閱讀鑑賞與分析跨界（語言、種族、性別、性向、宗教）文本的基本能力。Basic ability to appreciate and analyze texts in different aspects: language, ethnicity, gender, sexuality, and religion.	●

D	具備多元藝術媒體形式鑑賞力。Basic ability to appreciate different arts.	○
E	具備資料蒐集、文本分析、書面及口頭報告的能力。Basic ability to gather materials required for textual analysis in preparation for either oral or written reports.	●

圖示說明 Illustration : ● 高度相關 Highly correlated ○ 中度相關 Moderately correlated

授課進度表 Teaching Schedule & Content

週次 Week	內容 Subject/Topics	備註 Remarks
1	Course intro & SDGs in Hualien	SEL Core Focus: self-awareness (strengths, fears & goals as a guide)
2	Sustainable Tourism in Hualien: Taroko, ocean & mountains (Big picture & visitor experience)	SEL Core Focus: Self-management
3	Night markets & local businesses (Dongdamen etc.)	SEL Core Focus: Social awareness
4	Cultural, community based & Indigenous tourism in Hualien	SEL Core Focus: Responsible decision-making
5	Handling questions & small conflicts on tour	SEL Core Focus: Social awareness & relationship skills
6	Natural landscapes (I): Jade factory	SEL Core Focus: Relationship skills
7	Natural landscapes (II): Tea facts (Green accommodation & food)	SEL Core Focus: Self-awareness & self-affirmation
8	期中考試週 Midterm Exam	
9	Disasters, resilience & tourism in Hualien + story marketing	SEL Core Focus: Emotion regulation
10	Low-carbon mobility & moving around Hualien + story marketing	SEL Core Focus: Responsible decision-making
11	Learning stops: eco & cultural “micro-stations” + story marketing	SEL Core Focus: Social awareness & empathy
12	English-friendly environment & signage in Hualien + story marketing	SEL Core Focus: Relationship skills
13	Final Project Studio I: route & content design	SEL Core Focus: Relationship skills & responsible decision-making
14	Final Project Studio II: script writing & visuals	SEL Core Focus: Responsible decision-making & values clarification
15	Final Project Studio III: rehearsal & feedback	SEL Core Focus: Self-management & caring for others
16	Final presentations & course wrap-up	SEL Core Focus: Self-awareness & feedback skills
17	期末考試週 Final Exam	SEL Core Focus: Integration & future planning
18	Self-Directed Learning and Final Project Revision	

教學策略 Teaching Strategies

- 課堂講授 Lecture 分組討論 Group Discussion 參觀實習 Field Trip
 其他 Miscellaneous:

教學創新自評 Teaching Self-Evaluation

創新教學 (Innovative Teaching)

- 問題導向學習 (PBL) 團體合作學習 (TBL) 解決導向學習 (SBL)
 翻轉教室 Flipped Classroom 磨課師 Moocs

社會責任 (Social Responsibility)

- 在地實踐 Community Practice 產學合作 Industry-Academia Cooperation

跨域合作 (Transdisciplinary Projects)

- 跨界教學 Transdisciplinary Teaching 跨院系教學 Inter-collegiate Teaching

- 業師合授 Courses Co-taught with Industry Practitioners

其它 other:

學期成績計算及多元評量方式 Grading & Assessments

配分項目 Items	配分比例 Percentage	多元評量方式 Assessments							
		測驗 會考	實作 觀察	口頭 發表	專題 研究	創作 展演	卷宗 評量	證照 檢定	其他
平時成績(含出缺席) General Performance (Attendance Record)	20%		✓		✓				
期中考成績 Midterm Exam	20%		✓	✓	✓				
期末考成績 Final Exam	20%		✓	✓	✓				
作業成績 Homework and/or Assignments	20%		✓	✓	✓				
其他 Miscellaneous (Peer Reivew)	20%		✓	✓	✓				

評量方式補充說明

Grading & Assessments Supplemental instructions

教科書與參考書目 (書名、作者、書局、代理商、說明)

Textbook & Other References (Title, Author, Publisher, Agents, Remarks, etc.)

課程教材網址(含線上教學資訊, 教師個人網址請列位於本校內之網址)

Teaching Aids & Teacher's Website(Including online teaching information.
Personal website can be listed here.)

其他補充說明 (Supplemental instructions)