

1	Course title	German Language in the field of Tourism
2	Course number	2203333
3	Credit hours	3
	Contact hours (theory, practical)	3
4	Prerequisites/corequisites	2203224
5	Program title	German and English Language and Literature
6	Program code	2203
7	Awarding institution	University of Jordan
8	School	Faculty of Foreign Languages
9	Department	Department of European Languages
10	Level of course	B1
11	Year of study and semester (s)	I. Semester 2022/2023
12	Final Qualification	Bachelor Degree
13	Other department (s) involved in teaching the course	none
14	Language of Instruction	German
15	Teaching methodology	<input checked="" type="checkbox"/> Blended <input type="checkbox"/> Online
16	Electronic platform(s)	<input type="checkbox"/> e-learning <input checked="" type="checkbox"/> Microsoft Teams <input type="checkbox"/> Skype <input type="checkbox"/> Zoom <input type="checkbox"/> Others.....
17	Date of production/revision	07.11.2023

18 Course Coordinator:

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Office hours : 11:00 -12:00 Sun Tue Thu or by demand

19 Other instructors:

Name:----

Office number:

Phone number:

Email:

20 Course Description:

This course immerses participants in the German language within the context of tourism, allowing them to develop advanced language skills and gain cultural knowledge of destinations. Through discussions, research, and presentations on sights and monuments in Jordan, participants acquire specialized vocabulary and enhance their ability to effectively communicate complex information. **These skills make them attractive candidates for a variety of tourism industry roles, including customer service, tour guiding, destination marketing, and cultural tourism positions.**

21 Course aims and outcomes:

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A- Aims (PLOs)

At the successful completion of the Bachelor Program in German and English Languages should be able to:

1. Analyze and explain conventional narrative and descriptive texts, spoken and written, related to describing people, places, and things.
2. Analyze, discuss, and critique the grammatical system and function of natural human language in German and English languages, and develop his/her abilities in phonetics, phonology, morphology, syntax, semantics, discourse analysis, and pragmatics.
3. Develop his/her German and English language skills and engage effectively in communicative tasks and activities in academic and non-academic contexts.
4. Analyze and evaluate major literary works, genres, periods, and critical approaches in German and English literature.
5. Show respect to cultural diversity, ethics, and professional behavior and show appreciation to different literary works from a variety of cultures.
6. Use information and communication technology to access global databases and information to develop his/her knowledge and skills and use them in generating new knowledge in German and English literary and linguistic texts.
7. Analyze German and English linguistic and cultural features critically for the purposes of teaching German and English as a foreign language in a wide range of contexts.
8. Identify scientific research principles and use higher order thinking skills, critical and creative thinking in analyzing, evaluating, and discussing issues related to the knowledge and skills of the German and English languages and literature.
9. Work efficiently within a team and bears the responsibility arising from it as a specialist in the German and English languages and practices his/her work within the value system of society and its general ethics.

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	about sights, monuments, and attractions in specific tourism destinations. They will be able to describe historical and cultural landmarks, provide recommendations, and create memorable experiences for tourists.																		
4	Communicate effectively with German-speaking tourists, both verbally and in writing. They will have the ability to engage in conversations, handle customer inquiries, help, and provide exceptional customer service in a professional and culturally sensitive manner.	X			X	X						X			X	X			X
5	Deliver short presentations on tourism-related topics with clarity, organization, and engagement. They will have developed presentation skills that allow them to effectively convey information about destinations, attractions, and cultural aspects to various audiences.	X			X	X	X					X	X		X	X			X
6	Be prepared for job opportunities in the tourism industry that require German language proficiency. They will possess the necessary skills, knowledge, and confidence to pursue careers in customer service, tour guiding, hotel management, travel agencies, and other tourism-related fields.	X			X	X	X					X	X						X
7	Enhance their ability to understand spoken German in various tourism-related contexts. They will be able to comprehend conversations, presentations, and instructions related to tourism	X			X	X						X	X						X

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		Hotels, Sight seens				
	2.3	Dialogues on the phone about resevations – Hotels , Sight seens	2, 5, 6,	Blended (flipped classroom)/ E-Learning Platform	Watch a video + Assignment	Main textbook
3	3.1	Making hotel reservations in German	2, 5, 6,	Face to face	In-class tasks	Main textbook
	3.2	Discussing the features of formal and informal emails	2, 5, 6,	Face to face	In-class tasks	Main textbook
	3.3	Cultural awareness: Etiquette and customs in German-speaking countries.	2, 5, 6,7	Blended (flipped classroom)/ E-Learning Platform	Role-plays and discussions on cultural differences. /Videos	Main textbook
4	4.1	Role-plays and discussions on cultural differences.	2, 5, 7	Face to face	Role-plays and discussions on cultural differences. /Videos	Main textbook
	4.2	Role-plays and discussions on cultural differences.	2, 5, 6,	Face to face	In-class tasks	Main textbook
	4.3	Understanding tourist brochures, maps, and itineraries. Comprehension exercises and discussions.	2, 5, 6,8	Blended (flipped classroom)/ E-Learning Platform	Reading a sample brochures – submitting assignments	Main textbook
5	5.1	Giving directions, providing recommendations	5, 6, 7	Face to face	In-class tasks	Main textbook

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		for tourist attractions				
	5.2	practicing small talk with tourists.	5, 6, 7	Face to face	In-class tasks	Main textbook
	5.3	Role plays in class : small talks with tourists	5, 6, 7	Blended (flipped classroom)/ E-Learning Platform	Watching a video on YouTube on writing reports+ writing a report	Main textbook
6	6.1	Understanding spoken German in tourism-related contexts.	5, 6, 7	Face to face	In-class tasks	Main textbook
	6.2	Listening exercises and dialogues.	5, 6, 7	Face to face	In-class tasks	Main textbook
	6.3	Listening exercises and dialogues.	5, 6, 7	Blended (flipped classroom)/ E-Learning Platform	Watching a video on YouTube on writing memos beforehand + discussing the video Tollens+ assignment	Main textbook
7	7.1	Writing skills: Composing emails and letters for hotel reservations	5, 6, 7	Face to face	In-class tasks	Main textbook
	7.2	Writing skills: Composing emails and letters for customer	5, 6, 7	Face to face	In-class tasks	Main textbook

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		inquiries, and tour inquiries.				
	7.3	Writing skills: Composing emails and letters for customer inquiries, and tour inquiries.	5, 6, 7	Blended (flipped classroom)/ E-Learning Platform	Reading a handout on writing different types of memo+ quiz	Main textbook
8	8.1	Revision for midterm exam	1-7	Face to face	In-class tasks	Main textbook
	8.2	Midterm Exam				
	8.3	Discussing the exam questions		Online/Microsoft Teams	In-class tasks	Main textbook
9	9.1	Cultural content: Exploring German-speaking countries' famous landmarks, historical sites, and cultural attractions.	5, 6, 7			
	9.2	Cultural content: Exploring German-speaking countries' famous landmarks, historical sites, and cultural attractions.	5, 6, 7			
	9.3	Conducting mock tourist interactions, handling customer inquiries, and resolving complaints.	5, 6, 7	Blended (flipped classroom)/ E-Learning Platform	Watching videos (real interactions)	Main textbook
10	10.1	Grammar focus: Reviewing and practicing relevant grammar	5, 6, 7			
				Face to face	In-class tasks	Main textbook

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		structures in the context of tourism-related communication.				
	10.2	Assignment : grammar based assignment	5, 6, 7	Face to face	In-class tasks	Main textbook
	10.3	Planning a field trip : Locally in Jordan	5, 6, 7	Blended (flipped classroom)/ E-Learning Platform	Watch a video on writing a personal statement+ Assignment	Main textbook
11	11.1	Presentation skills: Preparing and delivering short presentations on German-speaking countries' tourist destinations.	5, 6, 7	Face to face	In-class tasks	Main textbook
	11.2	Presentation skills: Preparing and delivering short presentations on German-speaking countries' tourist destinations.	5, 6, 7	Face to face	In-class tasks	Main textbook
	11.3	Role-plays: Simulating real-life situations like tour guiding, hotel check-ins, and customer service interactions.	5, 6, 7	Blended (flipped classroom)/ E-Learning Platform	Watching a video and answering questions about it	Main textbook
12	12.1	Role-play activities for job interviews in the tourism industry	5, 6, 7,	Face to face	In-class tasks	Main textbook

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	12.2	Creating promotional materials in German	1 2 3		Face to face	In-class tasks	Main textbook
	12.3	Handling complaints and resolving issues in German Developing strategies for effective problem-solving	1 5 6		Blended (flipped classroom)/ E-Learning Platform	Watch a video +Hw	Main textbook
13	13.1	Group project: Create a short video about a sight seen in Amman / instructions	2 3 4		Face to face	In-class tasks	Main textbook
	13.2	Designing brochures and websites for tourism businesses	1 2 3		Face to face	In-class tasks	Main textbook
	13.3	Introduction to travel agencies and their services	5, 2 3		Blended (flipped classroom)/ E-Learning Platform	Watch a video on fragments+ quiz	Main textbook
14	14.1	Discussing food and beverages in tourism settings	1-5		Face to face	In-class tasks	Main textbook
	14.2	Transportation vocabulary and phrases Providing directions and assistance to tourists	1-4		Face to face	In-class tasks	Main textbook

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	14.3	Role-plays for transportation scenarios	1-7	Blended (flipped classroom)/ E-Learning Platform	assignments	Main textbook
15	15.1	Revision	1-7	Face to face	Discussion	Main textbook
	15.2	Revision	1-7	Face to face	Discussion	Main textbook
	15.3	Revision	1-7	Online/Microsoft Teams	Discussion	Main textbook

• Teaching methods include: Synchronous lecturing/meeting; Asynchronous lecturing/meeting
Evaluation methods include: Homework, Quiz, Exam, pre-lab quiz...etc

23 Evaluation Methods:

Opportunities to demonstrate achievement of the ILOs are provided through the following assessment methods and requirements:

Evaluation Activity	Mark	Topic(s)	Intended Learning outcome	Period (Week)	Platform
Assignments + Participation+ Video+ Project	30	Writing correct English, technical writing documents and techniques	1-7	1-14	Microsoft Team+ E-Learning
Midterm Exam	30	Formal writing, writing emails, writing reports, writing memos	1-7	1-7	On campus
Final Exam	40	Writing correct English, technical writing documents and techniques	1-7	Finals period	On campus

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24 Course Requirements

(e.g: students should have a computer, internet connection, webcam, account on a specific software/platform...etc)

25 Course Policies:

A- Attendance policies:

Only the number of absences allowed by the university is accepted. Low attendance influences the participation mark (An absent student cannot participate).

B- Absences from exams and submitting assignments on time:

Mid-term and finals can be made up with an official excuse.

C- Health and safety procedures:

D- Honesty policy regarding cheating, plagiarism, misbehavior:

E- Grading policy:

F- Available university services that support achievement in the course:

26 References:

A reader has been assembled using mainly the following references:

Menschen. Aktueller Unterrichtsservice. (2020): Hueber., unter:

<https://www.hueber.de/menschen/unterrichtsservice> (abgerufen am 29.08.20). Niveau:

A2 bis B1+ des GER.

- Deutsch Perfekt (A2-C1)
- Wikipedia

27 Additional information:

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Other References can be used as needed and will be declared during the Semester.

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Rubric: German Language in the Field of Tourism

Criteria	5 Points	4 Points	3 Points	2 Points	1 Point
Vocabulary	Uses advanced and specialized vocabulary effectively to communicate complex information about sights and monuments in Jordan	Uses appropriate vocabulary to communicate information about sights and monuments in Jordan	Uses some vocabulary related to sights and monuments in Jordan, but lacks sophistication	Limited use of vocabulary related to sights and monuments in Jordan	Minimal or no use of vocabulary related to sights and monuments in Jordan
Grammar	Demonstrates advanced grammar skills and effectively applies complex sentence structures	Demonstrates solid grammar skills and applies a variety of sentence structures	Demonstrates basic grammar skills, but errors occasionally interfere with communication	Demonstrates limited understanding of grammar, resulting in frequent errors that hinder comprehension	Demonstrates poor understanding of grammar, resulting in numerous errors that impede comprehension

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Criteria	5 Points	4 Points	3 Points	2 Points	1 Point
Cultural Knowledge	Demonstrates in-depth understanding of cultural knowledge related to tourism in Jordan	Demonstrates satisfactory understanding of cultural knowledge related to tourism in Jordan	Demonstrates basic understanding of cultural knowledge related to tourism in Jordan	Demonstrates limited understanding of cultural knowledge related to tourism in Jordan	Demonstrates little or no understanding of cultural knowledge related to tourism in Jordan
Communication	Presents information about sights and monuments in Jordan clearly and effectively, utilizing appropriate language skills	Presents information about sights and monuments in Jordan with clarity, displaying adequate language skills	Presents information about sights and monuments in Jordan adequately, but with some limitations in language skills	Presents information about sights and monuments in Jordan with difficulty, lacking effective language skills	Presents information about sights and monuments in Jordan with little or no clarity, demonstrating poor language skills
Overall Impact	Exemplary performance that goes beyond expectations	Strong performance that meets expectations	Satisfactory performance that meets most requirements	Partially satisfactory performance that falls short of requirements	Inadequate performance that does not meet requirements

Name of Course Coordinator: -----**Sarah Salih** -----Signature: ---*Sarah*--- Date: 09.02.2024

Head of Curriculum Committee/Department: ----- Signature: -----

Head of Department: ----- Signature: -----

Head of Curriculum Committee/Faculty: ----- Signature: -----

Dean: ----- Signature: -----