

TQF.3



Bachelor's Degree

Master's Degree

College of Hospitality Industry Management

Course Specification

Course Code: GEN0210

Course Title: Discourse for English Communication

Credits: 3 (3-0-6)

Program: Bachelor of Arts in International Business

College of Hospitality Industry Management,

Suan Sunandha Rajabhat University

(SSRU)

Semester: 2 Academic Year: 2021

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Section 1: General Information

**1. Code and Course Title: Discourse English for Communication
GEN 0210**

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

3. Curriculum and Course Category:

This course is a requirement for the Bachelor Programs at the International College, SSRUIC.

4. Lecturer: Dr. Dee Jean, Ong

5. Year / Semester

Year 1/ Semester 2/2021

6. Prerequisite Course

None

7. Co-requisite Course:

None

8. Learning Location

Nakhon Pathom Learning Center

9. Last Date for Preparing and Revising this Course:

03 January 2022

Section 2: Objectives and Purposes

1. Course Objectives

At the end of this course, students will:

- (1) Understand communication and language principles.
- (2) Be better communicators.
- (3) Have gained an insight into language theory.
- (4) Have awareness of cognitive dissonance.
- (5) Have learned the importance of questions.
- (6) Have learned the importance of feedback.
- (7) Have gained an awareness of ethics.
- (8) Have learned about non-verbal communication.
- (9) Have learned about choices in meaning creation.
- (10) Have become aware of credibility, power, and relationships.
- (11) Have gained confidence in English communication.
- (12) Have learned about the importance of emotional communication.
- (13) Have learned about the importance of trust in communication
- (14) Have learned about the importance of conflict resolution.
- (15) Have learned that you must negotiate a meaning

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

According to TQF5 (Thailand Quality Framework 5: HEd.) for the 2021 academic year, students need to develop abilities as follows:

- (1) The need to increase case studies about world history.
- (2) The need to encourage students' creativity.
- (3) The need to increase content about ASEAN.

The students will therefore study and apply theory to current issues. In other words, students will study and apply theory in context and be encouraged to apply concepts outside the classroom. In addition, to remain current, this course will continue to keep up to date with new developments.

Section 3: Course Structure

1. Course Description

This course is a communication course and is therefore designed to stress the importance of negotiating a meaning. This is a process therefore the methods of obtaining the answers/results/understanding are stressed over the answers/results/understanding themselves (activity-based learning). This is because one must practice communication in order to improve. The desired effect is to both experience communication while studying communication. With that in mind, students will experience the subject matter in different ways and at different times. The objective of this strategic repetition is to move the students from noticing - to understanding - to using – to enjoying. The subject matter will consist of the communication methods of speaking, listening, reading, writing, along with other methods which will be studied in context. There will be a focus on the creation and interpretation of meaning.

2. Time Length per Semester (Lecture – hours / Practice – hours / Self Study – hours) 3 (3-0-6)

Lecture	Practice/ Field Work/Internship	Self Study	Remedial Class
45 hours	-	90 hours	(if needed)

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

3 hours /week

Section 4: Developing Students' Learning Outcomes

Learning Standards/Outcomes	Learning Activities	Learning Assessment
1. Ethics and Morals	(1) Work by self and in groups	(1) Class work (2) Homework

Learning Standards/Outcomes	Learning Activities	Learning Assessment
<p>(1) The ability to deliver or to complete a required task at the appointed time.</p> <p>(2) The ability to do the right thing according to the values, beliefs and principles they claim to hold.</p> <p>(3) The ability to make decisions according to moral concepts and judgments.</p>	<p>(2) Prepared to discuss ideas: responsibility & desire to contribute & share ideas</p> <p>(3) Case study: Talk about situation involving ethics and morals</p>	<p>(3) Assignments</p>
<p>2. Knowledge</p> <p>(1) The ability to identify communication theory and describe important case study.</p> <p>(2) The ability to provide an analysis and solution to real world problems.</p> <p>(3) The ability to use communication knowledge integrated with other disciplines.</p>	<p>(1) Class work & case studies</p> <p>(2) Mid-term</p> <p>(3) Participation</p>	<p>(1) Quiz & homework</p> <p>(2) Mid-term</p> <p>(3) Exam</p>
<p>3. Cognitive Skills</p> <p>(1) The ability to gather and summarize information, and to conduct research</p> <p>(2) Self-study and sharing information to the class</p> <p>(3) The ability to solve problems from case studies.</p>	<p>(1) Group projects</p> <p>(2) Cooperative learning</p> <p>(3) case study</p>	<p>(1) Assignments</p> <p>(2) Oral presentation</p> <p>(3) Essay answers</p>
<p>4. Interpersonal Skills and Responsibilities</p> <p>(1) The ability to communicate in English.</p>	<p>(1) Talking with the teacher</p>	<p>(1) Active participation</p>

(2) The ability to use English to solve problems	(2) PBL each student must contribute	(2) Question & answer
5. Numerical Analysis, Communication, Information Technology Skills (1) Be able to use basic ICT skills and apply them to daily life. (2) Be able to use IT to search for new knowledge and apply numerical analysis in communication with emphasis on practical and real-life experiences.	(1) Analyzing information (2) Getting & using information off the internet	(1) class work & participation in assignment (2) down load & using information in presentation

Section 5: Lesson Plan and Assessment

1. Lesson Plan

Week	Topic/Outline	Hours	Learning Activities and Medias
1	Course Outline Assignments 1 and 2 Topic 1: Interview like a journalist -Writing interview questions -Tips for a good interview	3	<ul style="list-style-type: none"> • Lecture • Video
2	Topic 1: Interview like a journalist -Writing interview questions -Tips for a good interview	3	<ul style="list-style-type: none"> • Take-home task • Infographic
3	Topic 2: Workplace Conflicts	3	<ul style="list-style-type: none"> • Lecture • Video • Role play
4	Topic 2: Workplace Conflicts	3	<ul style="list-style-type: none"> • Take-home task • Infographic
5	Topic 3: Know Your Love Language -The 5 love languages -Social styles	3	<ul style="list-style-type: none"> • Lecture • Video
6	Topic 3: Know Your Love Language -The 5 love languages -Social styles	3	<ul style="list-style-type: none"> • Take-home task • Quiz
7	Assignment 1 Submission Individual :Vocabulary NoteBook (20%)		<ul style="list-style-type: none"> • Online
8	Self-study week	3	<ul style="list-style-type: none"> • Self-study week

Week	Topic/Outline	Hours	• Learning Activities and Medias
9	Topic 4: Handling Complaints -Making a telephone call --Writing an email	3	<ul style="list-style-type: none"> • Case study • Group work and discussion
10	Topic 4: Handling Complaints -Making a telephone call -Writing an email	3	<ul style="list-style-type: none"> • Take-home task
11	Topic 5: Working Across Cultures -A Morrocan Adventure	3	<ul style="list-style-type: none"> • Lecture • Videos • Group tasks
12	Topic 5: Working Across Cultures	3	Take home task
13	Final exam mock-up practice	3	<ul style="list-style-type: none"> • Discussion
14	Assignment 2 Submission	3	Online
15	Group project and presentation	3	Group project and presentation
16	Make up class	3	Make up class
17	Final Examination		
TOTAL		48	

2. Learning Assessment Plan

Learning Standards/Outcomes	Learning Assessment	Time Schedule	Proportion for Assessment
<p>1. Ethics and Morals</p> <p>(1) The ability to deliver or to complete a required task at the appointed time.</p> <p>(2) To understand the right thing according to the values and beliefs.</p> <p>(3) The ability to make decisions according to moral concepts and judgments.</p>	<p>(1) Class work</p> <p>(2) Homework</p> <p>(3) Case studies</p>	<p>Throughout the semester</p>	<p>(1) 10%</p> <p>(2) S/U</p>
<p>2. Knowledge</p> <p>(1) The ability to identify communication theory and describe important case study.</p> <p>(2) The ability to provide an analysis and solution to real world problems.</p> <p>(3) The ability to use communication knowledge integrated with other disciplines.</p>	<p>(1) Class work & homework & case studies</p> <p>(2) Mid-term</p> <p>(3) Final Exam</p>	<p>(1) throughout the semester</p> <p>(2) week 8</p> <p>(3) week 17</p>	<p>(1) 20%</p> <p>(2) 10%</p> <p>(3) 30%</p>
<p>3. Cognitive Skills</p> <p>(1) The ability to gather and summarize information.</p> <p>(2) Self-study and sharing information to the class</p> <p>(3) The ability to solve problems from case studies.</p>	<p>(1) Assignments</p> <p>(2) presentations</p> <p>(3) Essay answers</p>	<p>(1) Week 4</p> <p>(2) throughout semester</p> <p>(3) throughout semester</p>	<p>(1) 10%</p> <p>(2) S/U</p> <p>(3) S/U</p>
<p>4. Interpersonal Skills and Responsibilities</p>			

Learning Standards/Outcomes	Learning Assessment	Time Schedule	Proportion for Assessment
(1) The ability to communicate in English. (2) The ability to use English to solve problems	(1) Active participation (2) Question & answer	Throughout the semester	(1)S/U (2)S/U
5. Numerical Analysis, Communication, Information Technology Skills (1) Be able to use basic ICT skills and apply them to daily life. (2) Be able to use IT to search for new knowledge and apply numerical analysis in communication with an emphasis on practical application.	(1) class work & participation in assignment (2) down load & using information in presentation	Throughout the semester	(1)S/U (2)S/U

Section 6: Learning and Teaching Resources

1. Textbooks and Main Documents

Hybels, Sadra & Weaver, Richard L. (2004). *Communicating Effectively* (7th ed.). McGraw-Hill, New York.

Cotton, D., Falvey D., and Kent, S. (2006). *Market Leader, Advanced Business English Course Book*. Pearson Longman.

Section 7 Course Evaluation and Revising

1. Strategies for Course Evaluation by Students

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

- ⓐ. Content objectives were made clear to the students.
- ⓑ. The content was organized around the objectives.
- ⓒ. Content was sufficiently integrated.
- ⓓ. Content was sufficiently integrated with the rest of the first year curriculum.
- ⓔ. The instructional materials used were effective.
- ⓕ. The learning methods appropriate helped the students' understanding of the content.
- ⓖ. Overall, Students were satisfied with the quality of this course.

2. Strategies for Course Evaluation by Lecturer

2.1 Lecturer team observes the class and discusses the results as follow:

- ⓐ. The lecturer is well prepared for class sessions.
- ⓑ. The lecturer answers questions carefully and completely.
- ⓒ. The lecturer uses examples to make the materials easy to understand.
- ⓓ. The lecturer stimulated interest in the course.
- ⓔ. The lecturer made the course material interesting.
- ⓕ. The lecturer is knowledgeable about the topics
- ⓖ. The lecturer treats students respectfully.
- ⓗ. The lecturer is fair in dealing with students.
- ⓓ. The lecturer makes students feel comfortable about asking question.

(10) Course assignments are interesting and stimulating.

(11) The lecturer's use of technology enhanced learning in the classroom.

2.2 The Director constructs 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 monitor to assessment process and Grading.

5. Methodology and Planning for Course Review and Improvement

- (1) Revise and develop course structure and process every two years.
- (2) Revise and develop course learning process every year.
- (3) Assign another lecturer to observe and suggest how to improve methods.

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