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**TQF 3 Course Specification**

**Course Code:** IGL 1104

**Course Title:** **English Communication for Business**

**Credits:** 3(3-0-6)

**Semester /Academic Year:** 2/ 2018

**Students:** Bachelor Programs

**Lecturer:** Mr. Jeffrey Dickie

International College, Suan Sunandha Rajabhat University

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**Section 1: General Information**

1. **Code and Course Title: IGL 1104** English Communication for Business
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:** Mr. Jeffrey Dickie

**5. Year / Semester**

Year 1 / Semester 2/2018

**6. Prerequisite Course**

None

**7. Co-requisite Course:**

None

**8. Learning Location**

Nakhonpathom Learning Center

**9. Last Date for Preparing and Revising this Course:**

17 Dec 2018

**Section 2: Objectives and Purposes**

**1. Course Objectives**

At the end of this course, students will:

1. Understand communication principles (pertaining to business)

(2) Be better communicators (in the business environment)

(3) Have gained an insight into language theory.

(4) Have awareness of business concepts.

(5) Have learned business vocabulary.

(6) Have gained awareness into business activities.

(7) Have learned the importance of questions (to get understanding).

(8) Have learned the importance of feedback (understanding & membership).

(9) Have gained an awareness of ethical theory and CSR.

(11) Have learned about the importance of trust & conflict resolution.

(12) Have learned about non-verbal communication and presentation skills.

(13) Have gained confidence in English communication

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

According to TQF5 (Thailand Quality Framework 5: HEd.) for the 2014 academic year, students need to develop abilities as follows:

1. The need to increase case studies about world history in a business context.
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, this course will remain active current by keeping up to date with current issues.

**Section 3: Course Structure**

**1.Course Description**

This course is a communication course in a business context. It is designed to stress the importance of process over product. That is to say, the methods of obtaining the answers/results are stressed over the answers/results themselves (activity based learning). This is because one must practice communication by using the concepts and vocabulary in order to improve. The topics and case studies are related to business and therefore the students learn business concepts in context. The desired effect is to experience business communication rather than just study business communication. In addition, the 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.

**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**

1 hour /week

**Section 4: Developing Students’ Learning Outcomes**

| **Learning Standards/Outcomes** | **Learning Activities** | **Learning Assessment** |
| --- | --- | --- |
| **1. Ethics and Morals**  (1) The ability to deliver or to complete a required task at the appointed time.  (2) The ability to understand the right thing according to the values, and beliefs.  (3) The ability to make decisions according to moral concepts and judgments. | (1) Work by self and in groups  (2) Prepared to discussideas:  responsibility & desire to contribute & share ideas  (3) Case study: Talk about situation involving ethics and morals | (1) Class work  (2) Homework  (3) Assignments |
| **2. Knowledge**  (1) The ability to identify communication theory and describe communication theory.  (2) The ability to provide an analysis and solution to real world problems.  (3) The ability to use communication knowledge integrated with other disciplines. | (1)Class work & case studies  (2) Mid-term  (3) Participation | (1)Quiz & homework  (2) Mid-term  (3) Exam |
| **3. Cognitive Skills**  (1) The ability to gather and summarize information, and to conduct research  (2) Self-study and sharing information to the class  (3) The ability to solve problems from case studies. | (1) Group projects  (2) Cooperative learning  (3) case study | (1) Assignments  (2) Oral presentation  (3) Essay answers |

|  |  |  |
| --- | --- | --- |
| **4. Interpersonal Skills and Responsibilities**  (1) The ability to communicate in English.  (2) The ability to use English to solve problems | (1) Talking with the teacher  (2) PBL each student must contribute | (1) Active participation  (2) Question & answer |
| 1. **Numerical Analysis, Communication, Information Technology Skills** 2. Be able to use basic ICT skills and apply them to daily life. 3. 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** | **Topic 1**: An overview of communication & business   * Factors the influence communication. * Types & effects of communication * Where does money come from? * Let the data do the talking | 3 | * Introduction * Pre-test * Lecture * Student Activity * Make & answer questions * A research study – banking: jig-saw with questions |
| **2** | Investment | 3 | * Lecture * Finding company information * Comparing company information * Analyze company information to make investment decisions * Present & debate |
| **3** | Employee | 3 | Lecture   * Understanding Maslow * Quiz * Problems & solutions * Create a questionnaire |
| **4** | Management 1  Organizational Behavior | 3 | * Lecture * Jig-saw * Lecture part 2 * Jig-saw part 2 * present |
| **5** | Management 2  Understanding Feedback | 3 | * Customer comments * Analysis & Plan * Presentation style * Clear & concise * Importance & understanding communication |

|  |  |  |  |
| --- | --- | --- | --- |
| **Week** | **Topic/Outline** | **Hours** | **Learning Activities and Medias** |
| **6** | Student Presentations | 3 | * Presentations * Power point * Feedback: peer cooperative learning |
| **7** | Mid -term | 3 | * Do and correct |
| **8** | Marketing | 3 | * Lemonade (PPPP) * Create a marketing mix with advertising, slogans, target market, etc. |
| **9** | Profit & loss | 3 | * Theory without theory – students discover the theory * Accounting activity |
| **10** | Brand | 3 | * Theory * Jig-saw * assignment |
| **11** | Game theory | 3 | * Theory: CRS, game theory * Dialogue * Create & present dialogue |
| **12** | Ethics | 3 | * Theory * Partner activity * Present case studies |
| 13 | Ford case study | 3 | Theory   * Questions & answers * Activity: group work * presentations |
| 14 | Investing revisited  CSR: Corporate Social Responsibility  Tragedy of the commons | 3 | * Activity: group work * Assignment * Review game theory with examples * Apply game theory & communication strategies |
| 15 | review | 3 | Post test |
| 16 | Make-up class |  |  |
| 17 | Final Exam |  |  |
| TOTAL |  | 48 |  |

**2.Assessment**

**Final exam 30%**

**Mid-term 20%**

**Participation & Attitude 20%**

**Assignments\* 20%**

**Attendance\*\* 10%**

**TOTAL 100%**

**\*2 assignments (10 + 10)**

**\*\*80% attendance or more is 10, 79% attendance or less is zero (all or nothing)**

**2. Learning Assessment Plan**

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

1. **Important documents for extra study**

**Businessballs. (n.d.) *maslow hierarchy of needs*. Retrieved 2013 from** [**http://www.businessballs.com/maslow.htm**](http://www.businessballs.com/maslow.htm)**.**

1. **Suggested Information (Printing Materials/Website/CD/ Others)**

**Ted Talk. (2013) *Amy Cuddy on Power Posing*. Retrieved 2013 from** [**http://www.tedtalkamycuddy.htm**](http://www.tedtalkamycuddy.htm)**.**

**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:

* 1. Content objectives were made clear to the students.
  2. The content was organized around the objectives.
  3. Content was sufficiently integrated.
  4. Content was sufficiently integrated with the rest of the first year curriculum.
  5. The instructional materials used were effective.
  6. The learning methods appropriate helped the students’ understanding of the content.
  7. Overall, Students were satisfied with the quality of this course.

1. **Strategies for Course Evaluation by Lecturer**

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

* 1. The lecturer is well prepared for class sessions.
  2. The lecturer answers questions carefully and completely.
  3. The lecturer uses examples to make the materials easy to understand.
  4. The lecturer stimulated interest in the course.
  5. The lecturer made the course material interesting.
  6. The lecturer is knowledgeable about the topics
  7. The lecturer treats students respectfully.
  8. The lecturer is fair in dealing with students.
  9. 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 the 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.