



TQF.3

☒ Bachelor's Degree

☐ Master's Degree

Course Specification

Course Code: GEN 0210

Course Title: Discourse English for Communication

Credits: 3(3-0-6)

Program: Hotel Management, International College

Suan Sunandha Rajabhat University

(SSRUIC)

Semester: 2, Academic Year: 2020

Section 1 General Information

1. Code and Course Title:

Course Code: GEN 0210

Course Title (English): Discourse English for Communication

Course Title (Thai): *None*

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

3. Curriculum and Course Category:

3.1 Curriculum: Tourism Management

3.2 Course Category:

☒ General Education

☐ Required Course

☐ Elective Course

☐ Others

4. Lecturer Responsible for Course and Instructional

Course Lecturer (s):

4.1 Lecturer Responsible for Course: Miss Kanyapilai Kunchornsirimongkon

4.2 Instructional Course Lecturer (s): Miss Kanyapilai Kunchornsirimongkon

5. Contact/Get in Touch

Room Number: 305 Tel.: 084-6714577

E-mail: kanyapilai.ku@ssru.ac.th

6. Semester/ Year of Study

6.1 Semester: 2 Year of Study: 2019

6.2 Number of the students enrolled: 20

7. Pre-requisite Course (If any)

None

8. Co-requisite Course (If any)

None

9. Learning Location

International College, Suan Sunandha Rajabhat University, Nakhon Pathom
Education Center

Teaching Schedule: Wednesday / Time 09.00 – 12.00 / Room No. 211

10. Last Date for Preparing and Revising this Course:

Date: 25Th December Year: 2020

Section 2 Aims and Objectives

1. Course Aims

At the end of this course, the student will reach to five domains in the following areas of performance:

1.1 Morals and Ethics

(1) Be able to deliver or to complete a required task at the appointed time.

(2) Be able to do the right thing according to the values, beliefs and principles they claim to hold.

(3) Be able to make decisions in tourism business according to moral concepts and judgments.

1.2 Knowledge

- (1) Be able to identify the tourism business services and activities and describe important case studies.
- (2) Be able to provide an analysis and provide the solution to compromise with the real world problems.
- (3) Be able to use tourism business knowledge integrated with other disciplines.

1.3 Cognitive Skills

- (1) The ability to gather and summarize information, and conduct research.
- (2) Self-study and sharing information to the class.
- (3) The ability to analyze and solve problems from case studies.

1.4 Skills and Responsibility

- (1) Be able to communicate in English.
- (2) Be able to use English to solve tourism business problem.
- (3) Initiate some new type of tourism business ideas and have leadership.

1.5 Numerical Analysis, Communication and Information Technology Skills

- (1) Be able to use basic ICT skills and apply them to daily.
- (2) Be able to use statistics and mathematics to solve tourism business problems.
- (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.

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

According to TQF (Thailand Quality Framework: HEd.) with the standards of professional knowledge and experience for General Education Course, undergraduate students program in Tourism Management should have essence of knowledge in the concepts and principles of communication using English by learning the discourse in English language, analyzing the discourse for uses of spoken and written English language in different contexts and communicating with an emphasis on discussions, presentation, delivering speech, and debates.

Section 3 Characteristics and Operation

1. Course Outline

(English)

The importance and types of speaking, basic principles of speaking, utterance, listening, speaking, reading and writing practices for the application at work and real life with an emphasis on discussions, presentation, delivering speech, and debates.

(Thai)

None

2. Time Length per Semester (Lecture – hours / Practice – hours / Self Study – hours)

| Lecture (hours) | Remedial Class (hours) | Practice/ Field Work/ Internship (hours) | Self- Study (hours) |
|--------------------|---------------------------|--|------------------------|
| 45 hours | Upon Request | 0 hour | 90 hour |

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

3 hours / week

3.1 Self consulting at the lecturer's office: Room Number: 305

Building: International College (Nakhonpathom Education Center /SSRU)

3.2 Consulting via office telephone/mobile phone: 0846714577

3.3 Consulting via E-Mail: (1) kanyapilai.ku@ssru.ac.th

3.4 Consulting via Social Media (Facebook/Twitter/Line):

Facebook:

3.5 Consulting via Computer Network (Internet/Web board): -

lecturer's website: http://www.elic.ssru.ac.th/kanyapilai_ku/

Section 4 Developing Student's Learning Outcomes

1. Morals and Ethics

1.1 Morality and ethics to be developed

- (1) Be able to deliver or to complete a required task at appointed time;
- (2) Be able to do the right thing according to the values, beliefs and principles they claim to hold;
- (3) Be able to make decisions in business according to moral concepts and judgments.

1.2 Teaching strategies

- (1) The team of students will help to remind other team members to be on time.
- (2) Provide an example of integrity in classroom such as no plagiarism.
- (3) Provide a case study that explains business ethics

1.3 Evaluation strategies

- (1) Check student attendance every class.
- (2) Students are able to apply their knowledge in practical.
- (3) Evaluate from students' responsibility on their contribution on group project.

2. Knowledge

2.1 Knowledge to be developed

- (1) Understanding the business and management theories and important case studies taught;
- (2) To be able to provide an analysis and provide the solution to real world problems;
- (3) To be able to use business and management knowledge integrated with other disciplines.

2.2 Teaching strategies

- (1) Use problem-based learning.
- (2) Use cooperative learning strategies.
- (3) Invite guest speakers who are experts in the field of tourism management to give special lectures.

2.3 Evaluation strategies

- (1) Test, midterm examination, and final examination
- (2) A group project report
- (3) Class presentation

3. Cognitive skills

3.1 Cognitive skills to be developed

- (1) The ability to gather and summarize information, and report;
- O (2) Self-study and sharing information to the class;
- O (3) The ability to solve problems from case studies.

3.2 Teaching strategies

- (1) Group presentation
- (2) Participate in competition
- (3) Problem-based learning

3.3 Evaluation strategies

- (1) Quizzes;
- (2) Midterm and final examination
- (3) Assignments

4. Interpersonal skills and responsibility

4.1 Interpersonal skills and responsibility to be developed

- O (1) Be able to communicate with foreigners in English and another language;
- O (2) Be able to use English to solve business and management problem.
- (3) Initiate some new tourism and service ideas and have leadership

4.2 Teaching strategies

- (1) Allow students with work in unfamiliar situation with new team member.
- (2) Practice business and management manner and how to deal with customer.
- (3) Use advance business English to communicate in class and with lecturers.

4.3 Evaluation strategies

- (1) How students participate in teamwork
- (2) How students use advance business English in their presentation

5. Numerical analysis, communication and information technology skills

5.1 Numerical analysis, communication and information technology skills to be developed

- O (1) Be able to use basic ICT skills and apply them;
- (2) Be able to use statistics and mathematics to solve business and management problems;
- O (3) Be able to use ICT in the work place and apply numerical analysis in communication.

5.2 Teaching strategies

- (1) Use case studies that allow students to implement their knowledge of statistics and mathematics to solve problem.
- (2) Use activities such as encouraging students to show their work in an exhibition.
- (3) Students will form a team and do the group projects that require two-way communication and develop their social skills.

5.3 Evaluation strategies

- (1) Evaluate the correct application of statistics and mathematics to solve problems.
- (2) Evaluate their ability to present their work in at an exhibition.
- (3) Evaluate their ability to use software computer doing their work.

6. Other Domains

None

Remark: Symbol ● means ‘major responsibility’

Symbol ○ means ‘minor responsibility’

No symbol means ‘no responsibility’

The above symbols were shown in ‘Curriculum Mapping’ of TQF 2. (Program Specification)

Section 5 Lesson Plan and Assessment**1. Lesson Plan**

| Week | Topic/ Outline | Periods | Learning Activities and Medias | Lecturer(s) |
|-------------|--|----------------|--|----------------------|
| 1 | Unit 1: The importance and types of speaking | 3 | <ul style="list-style-type: none">• Introducing the course• Warm- up activity• Watching VDOs• Class activity/ | Aj. Kanyapilai K. |
| 2 | Unit 2: basic principles of speaking | 3 | <ul style="list-style-type: none">• Direct instruction of theory part• Class activity/ homework / test | Aj. Kanyapilai K. |
| 3 | Unit 3: Speech listening | 3 | <ul style="list-style-type: none">• Direct instruction of theory part• Class activity/ homework | Aj. Kanyapilai K. |
| 4 | Unit 4: Speaking in general topic | 3 | <ul style="list-style-type: none">• Direct instruction of theory part• Providing a list of some of the verbs of 'thinking', 'sensing', 'feeling'• Class activity/ homework/ test | Aj. Kanyapilai K. |
| 5 | Practice on oral discussion <ul style="list-style-type: none">• Different types of discussion• Purposes of discussion• Useful phrases for (group) discussion | 3 | <ul style="list-style-type: none">• Class activity/ homework/ test: group discussion simulation | Aj. Kanyapilai K. |
| 6 | Unit 5: Utterance in Verbal Communication <ul style="list-style-type: none">• Definition of utterance• Characteristics/ features• Verbal (vocal/ non vocal) and non-verbal signaling/ communication | 3 | <ul style="list-style-type: none">• Direct instruction of theory part• Class activity/ homework/ test | Aj. Kanyapilai K. |
| 7 | Unit 6: Basic Writing | 3 | <ul style="list-style-type: none">• Class activity/ homework/ test | Aj. Kanyapilai K. |

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|-------|--|---|--|-------------------|
| 8 | Midterm Examination | | | |
| 9 | Unit7: Dairy writing | 3 | <ul style="list-style-type: none"> • Class activity/ homework/ test | Aj. Kanyapilai K. |
| 10 | Unit 6: How We Use Language to Interact? <ul style="list-style-type: none"> • Statements • Questions • Commands • Using sentences in different text types: <ul style="list-style-type: none"> ○ texts that tell a story to entertain (narratives) ○ texts that tell what happened (recounts) ○ texts that tell what to do (instructions) ○ texts that organize information (information reports) ○ texts that describe a process (explanations) ○ texts that present an argument (expositions) | 3 | <ul style="list-style-type: none"> • Direct instruction of theory part • Class activity/ homework/ test • Example excerpts are provided. | Aj. Kanyapilai K. |
| 11-12 | Practice on written discussion/ essay <ul style="list-style-type: none"> • Discussion essay and argument essay, and difference between them • Structural component and purpose of discussion essay • Stage of essay • Discussion vocabulary | 3 | <ul style="list-style-type: none"> • Class activity/ homework/ test: writing a discussion essay | Aj. Kanyapilai K. |
| 13 | Unit 7: Semiotics <ul style="list-style-type: none"> • What is semiotics? • Why is semiotics important? • Sign, the signifier, and the signified • Semiotics and visual representation • Examples of semiotics | 3 | <ul style="list-style-type: none"> • Direct instruction of theory part • Providing example media/ different pictures and discussing about semiotics in the media (in this case, using film or advertisement) • Class activity/ homework/ test: searching from various media and selecting one visual representation and identifying the | Aj. Kanyapilai K. |

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|----|--|---|---|-------------------|
| | | | signifier, and the signified, and writing for interpretation of the selected object | |
| 14 | Unit 8: Delivering Speech <ul style="list-style-type: none"> Types of speech and public speaking Techniques used in delivering speech 'Time in Money'- Using metaphors in speech (i.e. power of metaphors, examples of metaphors) and other figures of speech Body language while delivering speech | 3 | <ul style="list-style-type: none"> Direct instruction of theory part Watching VDOs Class activity/ homework/ test: composing a poetic speech Example excerpts are provided. | Aj. Kanyapilai K. |
| 15 | Unit 9: Debates <ul style="list-style-type: none"> Types of debate Principle of debate Language used in debate Conducting a debate | 3 | <ul style="list-style-type: none"> Direct instruction of theory part Class activity/ homework/ test: practicing through reading given issues, think, and arrange for debate talk Students conduct a debate and apply the technique and language learned. | Aj. Kanyapilai K. |
| 16 | Practice / Presentation / Test | 3 | <ul style="list-style-type: none"> Practice / Presentation / Test | Aj. Kanyapilai K. |
| 17 | <p>.....Final Examination.....</p> <p>.....Deadline Week for Final Assignment.....</p> | | | |

Addition

| No. | Topics | Activities | Remark |
|-----|---|---|---|
| 1 | Nominal Groups and Modifiers <ul style="list-style-type: none"> Definition and types of nominal group Pre-modifier Post-modifier Nominalization technique: how nouns are made from verbs | <ul style="list-style-type: none"> Providing examples of pre-modifiers. Post-modifiers and practice Providing examples of nominalization technique and examples, and practice | Source: Grammar, Meanings and Discourse by J.A. Foley, p. 55-60 |
| 2 | Adverbs and Adverbials as Circumstance <ul style="list-style-type: none"> Recognizing adverbs and | <ul style="list-style-type: none"> Providing examples of adverbs and adverbials, and practice Providing types and examples | Source: Grammar, Meanings and |

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|---|--|--|--|
| | adverbials: what is adverb and what is adverbial? <ul style="list-style-type: none"> Types of adverbials Adverbials as circumstantial elements | of words that reflect mood adjuncts | Discourse by J.A. Foley, p. 61 – 67/ 120 |
| 3 | Reading and Word Analysis <ul style="list-style-type: none"> Word root and extension Collocation | <ul style="list-style-type: none"> Providing worksheet for word analysis and practice | Sheet: Reading-and-Word-Analysis (Siripen) |

2. Learning Assessment Plan

| | Learning Outcome | Assessment Activities | Time Schedule (Week) | Proportion for Assessment (%) |
|---|--|---|-------------------------|---|
| 1 | Morals and Ethics <ol style="list-style-type: none"> Be able to deliver or to complete a required task at appointed time. Be able to do the right thing according to the values, beliefs and principles they claim to hold. | <ol style="list-style-type: none"> Check student attendance every class. Students are able to apply their knowledge in practical. Evaluate from students' responsibility on their contribution on group project. | Throughout the semester | 10% |
| 2 | Knowledge <ol style="list-style-type: none"> To be able to provide an analysis and provide the solution to real world problems. To be able to use business and management knowledge integrated with other disciplines. | <ol style="list-style-type: none"> Test, midterm examination, and final examination A group project report Class presentation | Throughout the semester | 40% for assignments and small tests 20% for midterm examination 30% for final examination |
| 3 | Cognitive Skills <ol style="list-style-type: none"> The ability to gather and summarize information, and report. | <ol style="list-style-type: none"> Quizzes Midterm and final examination Assignments | Throughout the semester | (Referred to number 2) |
| 4 | Interpersonal Skills and Responsibilities <ol style="list-style-type: none"> Initiate some new tourism | <ol style="list-style-type: none"> Evaluate from how students participate in teamwork. | Throughout the semester | (Referred to number 2) |

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|--|--|--|--|--|
| | and service ideas and have leadership. | (2) Evaluate from how students use advance business English in their presentation. | | |
|--|--|--|--|--|

| | Learning Outcome | Assessment Activities | Time Schedule (Week) | Proportion for Assessment (%) |
|---|--|--|-----------------------------|--------------------------------------|
| 5 | Numerical Analysis, Communication and Information Technology Skills (1) Be able to use statistics and mathematics to solve business and management problems. | (1) Evaluate the correct application of statistics and mathematics to solve problems. (2) Evaluate their ability to present their work in at an exhibition. (3) Evaluate their ability to use computer doing their work. | Throughout the semester | (Referred to number 2) |

Section 6 Learning and Teaching Resources

1. Textbook and Main Documents

Foley, J.A. (2011). Grammar: Meanings and Discourse. Bangkok: Assumption University Press.

Grussendorf, M. (n.d.). English for Presentations. Oxford University Press.

Online Sources:

<https://sites.google.com/a/proofreadoutloud.com/www/four-modes-of-discourse>

<https://www.thoughtco.com/pragmatics-language-1691654>

<https://files.eric.ed.gov/fulltext/ED503682.pdf>

http://jurnal.upi.edu/file/08-ekaning_Paper_Pragmatic_Competence.pdf

<https://portal.edu.chula.ac.th/pub/tefl/images/phocadownload/thesis/Nasarin%20Yuangyim.pdf>

<https://pdfs.semanticscholar.org/6b76/e45217d087e0faa6b11a9e2f6e3fb5a54569.pdf>

<https://www.slideshare.net/JaveriaMushtaq2/verbal-and-non-verbal-signaling>

<https://coolerinsights.com/2012/05/the-role-of-semiotics-in-marketing/>

<https://saleonard.people.ysu.edu/1551%20Presentations.html>

<https://twp.duke.edu/sites/twp.duke.edu/files/file-attachments/oral-presentation-handout.original.pdf>
<https://www.eslbuzz.com/useful-phrases-for-discussion-and-debate-in-english/>
<https://ocw.upj.ac.id/files/Slide-LSE-08.pdf>
<https://www.openscienced.org/wp-content/uploads/2019/07/Handout-3-Discussion-Types-OpenSciEd-1.pdf>
<https://www.eapfoundation.com/writing/essays/discussion/>
<https://www.acethepresentation.com/10-types-of-speech/>
<http://crl.u-paris2.fr/polelangues/documents/ang/Eco/L2-DebateVocab.pdf>
<https://www.teflsites.com/Expressions%20for%20Discussion%20and%20Debate%20new.pdf>
<https://repository.urosario.edu.co/bitstream/handle/10336/13882/Language%20for%20Debates.pdf?sequence=1&isAllowed=y>
<https://www.eslbuzz.com/useful-phrases-for-discussion-and-debate-in-english/>
https://www.edu.gov.mb.ca/k12/cur/socstud/frame_found_sr2/tns/tn-13.pdf
<http://iteslj.org/Techniques/Krieger-Debate.html>

2. Important Documents for Extra Study

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3. Suggestion Information (Printing Materials/Website/CD/Others)

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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 question:

- (1) Content objectives were made clear to the students.
- (2) The content was organized around the objectives.
- (3) The content was sufficiently integrated.
- (4) The content was sufficiently integrated with the rest of the first year curriculum.
- (5) The instructional materials were used effectively.
- (6) The learning methods appropriately assess the students' understanding of the content.
- (7) Overall, students are satisfied with the quality of this course.

2. Strategies for Course Evaluation by Lecturer

2.1 Lecturers team observes the class and discuss 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 stimulates interest in the course.
 - (5) The lecturer made the course material interesting.
 - (6) The lecturer is knowledgeable about the topics presented in this course.
 - (7) The lecturer treats students respectfully.
 - (8) The lecturer is fair dealing with students.
 - (9) The lecturer makes students feel comfortable about asking questions.
 - (10) Course assignments are interesting and stimulating.
 - (11) The lecturer uses technology to enhance learning in the classroom.
- 2.2 The director/ head of program construct 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 monitors the assessment process and grading.

5. Methodology and Planning for Course Review and Improvement

- (1) Revise and develop course structure and process every three years.
- (2) Assign different lecturers teach this course to enhance students' performance.

Curriculum Mapping Illustrating the Distribution of Program Standard Learning Outcomes to Course Level

● Major Responsibility

○ Minor Responsibility

| Course | 1. Morals and Ethics | | | 2. Knowledge | | | 3. Cognitive Skills | | | 4. Interpersonal Skills and Responsibility | | | 5. Numerical Analysis, Communication and Information Technology Skills | | |
|--|----------------------|---|---|--------------|---|---|---------------------|---|---|--|---|---|--|---|---|
| | 1 | 2 | 3 | 1 | 2 | 3 | 1 | 2 | 3 | 1 | 2 | | 1 | 2 | 3 |
| Course Category: <i>General Education</i> | | | | | | | | | | | | | | | |
| GEN 0210 Discourse English for Communication | ● | ● | ○ | ○ | ● | ● | ● | ○ | ○ | ○ | ○ | ● | ○ | ● | ○ |