



TQF.3

Bachelor's Degree

Master's Degree

Course Specification

Course Code: **ICL1103**

Course Title: **English Composition for Daily Life**

Credits : 3(3-0-6)

Program: International Business, International College
Suan Sunandha Rajabhat University
(SSRUIC)

Semester : 1 Academic Year : 2017

Section 1 General Information

1. Code and Course Title :

Course Code: ICL1103

Course Title (English): English composition for daily life

Course Title (Thai): ภาษาอังกฤษ และองค์ประกอบต่างๆในการใช้ภาษาอังกฤษในชีวิตประจำวัน

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

3. Curriculum and Course Category :

3.1 Curriculum: Bachelor of Business Administration
(International Business)

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: Pat Vivatpattanakul

4.2 Instructional Course Lecturer(s): Pat Vivatpattanakul

5. Contact/Get in Touch

Room Number 401

Tel. 034-964946 ext. 403

E-mail: pat.vivatp@gmail.com.

6. Semester/ Year of Study

6.1 Semester: 1 Year of Study: year 1

6.2 Number of the students enrolled: 42

7. Pre-requisite Course (If any)

None

8. Co-requisite Course (If any)

None

9. Learning Location

SSRUIC Building, Salaya Learning Center

Room Number **410**

10. Last Date for Preparing and Revising this Course:

7th August 2017

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) The ability to deliver or to complete a required task at or the appointed time,
- (2) The ability to do the right thing according to the values, beliefs and principles they claim to hold,
- (3) The ability to make decisions using English language according to moral concepts and judgments.

1.2 Knowledge

- (1) The ability to identify the theories and describe important case studies,
- (2) The ability to provide an analysis and provide the solution to real world problems,
- (3) The ability to use English knowledge integrated with other disciplines.

1.3 Cognitive Skills

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

1.4 Interpersonal Skills and Responsibility

- (1) The ability to communicate in English and discuss in important issues
- (2) The ability to use English to solve life problem,
- (3) Initiate some new 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 life and in business,
- (2) The ability to use statistics data to solve 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 / etc.)

According to TQF 5 (Thailand Quality Framework 5: HEd.) for the 2017 academic year, students should develop their abilities as follow:

- (1) The need to increase analysis ability;
- (2) The need to encourage team work;
- (3) The need to revise assessment technique and focus more on cooperative learning practice.

Therefore, the purpose for developing course content is that students need to increase their analysis abilities as well as the change of learning technique to be more on cooperative learning. Thus, learning process will be revised in more practical ways, such as assigning cooperative activities for team work development.

Section 3 Characteristics and Operation

1. Course Outline

(English) Introduction to English composition for daily life including functional writing: writing for everyday communication and the usages of English grammar

(Thai) ความรู้ขั้นพื้นฐานเกี่ยวกับภาษาอังกฤษ และองค์ประกอบต่างๆ ในการใช้ภาษาอังกฤษในชีวิตประจำวัน รวมถึงการใช้ภาษาอังกฤษในการเขียน: การเขียนเพื่อการสื่อสารในชีวิตประจำวัน และไวยากรณ์ต่างๆ ในภาษาอังกฤษ

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)
48 hours	-	96 hours / week	3+ (if any)

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

(The lecturer responsible for course identifies the information, for example, 1 hour / week) office hour 3hr/week

3.1 Self consulting at the lecturer’s office: Room Number 401 SSRUIC Building, International College (Nakhonpathom Education Center/SSRU): 3 hours / week

3.2 Consulting via office telephone/mobile phone: 3 hours / week

3.3 Consulting via E-Mail: 3 hours / week

3.4 Consulting via Social Media (Facebook/Twitter/Line): 5 hours/ week

3.5 Consulting via Computer Network (Internet/Web board): 5 hours / week

Section 4 Developing Student's Learning Outcomes

1. Morals and Ethics

1.1 Morals and Ethics to be developed

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

1.2 Teaching Strategies

- (1) The team of students reminds 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 moral ethics.

1.3 Assessment Strategies

- (1) Check student attendance every class,
- (2) Evaluate from number of students who cheat during the examinations,
- (3) Evaluate students' responsibility on their participation in group projects.

2. Knowledge

2.1 Knowledge to be developed

- (1) The ability to identify the theories and describe

- important case studies,
- (2) The ability to provide an analysis and provide the solution to real world problems.
- (3) The ability to use knowledge integrated with other disciplines.

2.2 Teaching Strategies

- (1) Use problem-based learning
- (2) Use cooperative learning techniques
- (3) Invite guest speakers who are experts in the subject and willing to share his/her experience

2.3 Assessment Strategies

- (1) Midterm, and final examination
- (2) A group projects
- (3) Class presentations

3. Cognitive Skills

3.1 Cognitive Skills to be developed

- (1) The ability to gather and summarize information, and conduct research,
- (2) Self-studying and sharing information with others,
- (3) The ability to find original solution and their own method.

3.2 Teaching Strategies

- (1) Group and individual research and presentations
- (2) Participate in real intergroup and interpersonal competitions,

- (3) Problem-based learning.

3.3 Assessment Strategies

- (1) Evaluate individual and group research and studies,
- (2) Evaluate in class activities and personal involvement,
- (3) Class presentations and discussion.

4. Interpersonal Skills and Responsibilities

4.1 Interpersonal Skills and Responsibilities to be developed

- (1) The ability to have two responsibilities; they learn for themselves and help group member to learn,
- (2) The ability to use adequate method for interpersonal communication and discussion,
- (3) The ability to create innovative ideas and to have leadership skills.

4.2 Teaching Strategies

- (1) Implement student center learning method and problem-based learning.
- (2) Encourage students to work together in small groups,
- (3) Implement business manner practices and social skills

4.3 Assessment Strategies

- (1) Assess students' participation in teamwork,
- (2) Observe students business manner and social skills,
- (3) Evaluate students' business creativities and innovativeness by involvement in contest.

5. Numerical Analysis, Communication and Information Technology Skills

5.1 Numerical Analysis, Communication and Information Technology to be developed

- (1) The ability to use basic ICT skills and apply them to daily life,
- (2) The ability to use statistics data to solve problems,
- (3) The ability to use statistic methods in problem analysis.

5.2 Teaching Strategies

- (1) Use case studies that allow students to implement their knowledge of statistics to solve problems,
- (2) Encourage students to use statistics and ICT in research and projects conduction,
- (3) Encourage students to actively use ICT and social media in daily life.

5.3 Assessment Strategies

- (1) Evaluate the correct application of statistics to solve problems,
- (2) Evaluate effectiveness of ICT usage in research and presentations,
- (3) Evaluate their ability to use software and application in their work and studies.

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 Lessons Plan and Assessment

1. Lesson Plan

Week	Topic/Outline	Periods	Learning Activities and Medias	Lecturer(s)
1	Introduction to English composition - Grammar - Listening, speaking, reading and writing	3	<ul style="list-style-type: none"> • Direct instruction and group discussion • Student center: cooperative learning (round robin) 	Pat Vivatpattanakul
2	English Sentence structure - words - noun - Verb - Adjective	3	<ul style="list-style-type: none"> • Direct instruction and group discussion • Student center: cooperative learning (round table) • passage 	Pat Vivatpattanakul
3	English Grammar: introduction - Subject and predicates - Basic parts of English speech - punctuation	3	<ul style="list-style-type: none"> • Direct instruction and group discussion • Student center: cooperative learning (think-pair-share) 	Pat Vivatpattanakul
4	Grammar: Tenses in English language - Active - Continuous - Past tense - Present perfect	3	<ul style="list-style-type: none"> • Direct instruction and group discussion • Problem based learning: articles 	Pat Vivatpattanakul
5	Different between active and passive voice Exam preview	3	<ul style="list-style-type: none"> • Direct instruction and group discussion • Presentation 	Pat Vivatpattanakul
6	Midterm Exam	6	<ul style="list-style-type: none"> • Direct instruction and group discussion • Student center: cooperative learning 	Pat Vivatpattanakul

			(round robin)	
7	Public speaking - Strategies to become a better public speaker	3	<ul style="list-style-type: none"> • Direct instruction and group discussion • Student center: cooperative learning (role playing) • presentation 	Pat Vivatpattanakul
8	Public speaking (cont) - Strategies to become a better public speaker	3	<ul style="list-style-type: none"> • Direct instruction and group discussion • Problem based learning: 	Pat Vivatpattanakul
9	Public speaking (cont) - presentation	3	<ul style="list-style-type: none"> • Direct instruction and group discussion • Problem based learning 	Pat Vivatpattanakul
10	English writing: Important elements in writing argument essays - Basic concept - Structures -	3	<ul style="list-style-type: none"> • Direct instruction and group discussion • Student center: cooperative learning (rotating feedback) 	Pat Vivatpattanakul
11	English writing: Important elements in writing argument essays (con't) - Workshop - Practice writing	3	<ul style="list-style-type: none"> • Direct instruction and group discussion • Student center: cooperative learning (round table) 	Pat Vivatpattanakul
12	English writing: Critical thinking in English essay writing - Introduction - Concepts in critical thinking	3	<ul style="list-style-type: none"> • Direct instruction and group discussion • Student center: cooperative learning (rotating feedback) 	Pat Vivatpattanakul
13	English writing: Critical thinking in English essay writing (cont') - Workshop	3	<ul style="list-style-type: none"> • Direct instruction and group discussion • Problem based learning: case study 	Pat Vivatpattanakul

	- Practice writing		Student center: cooperative learning (jigsaw problem solving)	
14	English writing: Story telling - Introduction - Concept - Practice writing	3	<ul style="list-style-type: none"> • Direct instruction and group discussion • Problem based learning: case study • quiz 	Pat Vivatpattanakul
15	***Make up class*** Final exam preview	3	<ul style="list-style-type: none"> • Group discussion • Exam review • Post test 	Pat Vivatpattanakul
16	Final examination	3		Pat Vivatpattanakul

2. Learning Assessment Plan

	Learning Outcome	Assessment Activities	Time Schedule (Week)	Proportion for Assessment (%)
1	<p>Morals and Ethics</p> <p>(1) The ability to deliver or to complete a required task at or 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 in business</p>	<p>(1) Attendance criteria</p> <p>(2) Open-ended Question</p> <p>(3) Short answer questions</p>	Throughout semester	<p>(1) 10%</p> <p>(2) S/U</p> <p>(3) S/U</p>

	according to moral concepts and judgments.			
2	<p>Knowledge</p> <p>(1) The ability to identify the business theories and describe important case studies,</p> <p>(2) The ability to provide an analysis and provide the solution to real world problems,</p> <p>(3) The ability to use business knowledge integrated with other disciplines.</p>	<p>(1) Paper test</p> <p>(2) Paper test</p> <p>(3) Open-ended Questions</p>	<p>(1) Throughout semester</p> <p>(2) Week 16</p> <p>(3) Week 6 & 12</p>	<p>(1) 25%</p> <p>(2) 25%</p> <p>(3) S/U</p>
3	<p>Cognitive Skills</p> <p>(1) Self-study and sharing information to the class,</p> <p>(2) The ability to solve problems from case studies.</p> <p>(3) The ability to find original solution and their own method.</p>	<p>(1) Short answer questions</p> <p>(2) Group presentation</p>	<p>(1) Throughout semester</p> <p>(2) Throughout semester</p>	<p>(1) S/U</p> <p>(2) 15%</p>
4	<p>Interpersonal Skills and Responsibilities</p> <p>(1) The ability to communicate in English,</p>	<p>(1) presentation</p> <p>(2) Question & answer</p> <p>(3) Open-end</p>	<p>Throughout semester</p>	<p>(1) 15%</p> <p>(2) S/U</p> <p>(3) S/U</p>

	(2) The ability to use English to solve business problem, (3) Initiate some new business ideas and have leadership.	questions		
5	Numerical Analysis, Communication and 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) Open ended question (2) Question & answer	(1) Throughout semester (2) Throughout semester	(1) 10% (2) S/U

Section 6 Learning and Teaching Resources

1. Textbook and Main Documents

Mark Lester (2010) *Handbook of English Grammar*. 2nd ed. New York: McGraw Hill Education.

Allan Casson (2005) *English literature and composition*. 3rd ed. New York: McGraw Hill Education.

2. Important Documents for Extra Study

None

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

None

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 effectively.
- (6) The learning methods appropriate assessed 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 Lecturer 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 presented in this course.
- (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 / Head of program 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 question, observation, suggestion, and classroom research.

4. Feedback for Achievement Standards

The evaluation is conducted by International College Administrator Committee in order to assessment process and grading.

5. Methodology and Planning for Course Review and Improvement

5.1 Revise and develop course structure and process every three years.

5.2 Assign different lecturers teach this course to enhance students' performance.

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

Courses	1. Morals and Ethics			2. Knowledge			3. Cognitive Skills			4. Interpersonal Skills and Responsibility			5. Numerical Analysis, Communication and Information Technology Skills			6. Other Domain ie. Learning Management Skills		
	● Major Responsibility									○ Minor Responsibility								
Course Category: Business Major Required Course	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Course Code: IIB 2314 Course Title: Introduction to Management of Information Systems	●	○	○	○	●	○	○	●	○	●	○	○	●	○	○			