Course Specification

Course Code: IAL3404

Course Title: English for Airline Career Preparation

Credits: 3(2-2-5)

Program: Airline Business

International College

Suan Sunandha Rajabhat University

(SSRUIC)

Semester: 1  Academic Year: 2016
Section 1 General Information

1. Code and Course Title :
   Course Code: IAL3404
   Course Title (English): English for Airline Career Preparation
   Course Title (Thai): ภาษาอังกฤษสำหรับการเตรียมตัวเข้าสู่การทำงานใน
   ธุรกิจการบิน

2. Credits : 3(2-2-5)

3. Curriculum and Course Category :
   3.1 Curriculum: Bachelor of Arts, Program in Airline Business
   (International Program).
   3.2 Course Category:
   [ ] General Education [ ] Major Course
   [x] Elective Course [ ] Others ………………

4. Lecturer Responsible for Course and Instructional Course
   Lecturer (s) :
   4.1 Lecturer Responsible for Course: Mr. Taksina Bunbut
   4.2 Instructional Course Lecturer(s): None

5. Contact/Get in Touch
   Room Number 304  Tel. 034-964946
   E-mail taksina.ssruic@gmail.com

6. Semester/ Year of Study
   6.1 Semester: 1 Year of Study 2016
   6.2 Number of the students enrolled: 2 classes (30 per class)

7. Pre-requisite Course (If any)
   Course Code: None  Course Title: None

8. Co-requisite Course (If any)
   Course Code: None  Course Title: None
9. Learning Location

**Building:** International College, Nakhon Pathom Education Center

Friday, 9.00 – 12.00  Room no. 202

Friday, 13.00 – 16.00  Room no. 202

10. Last Date for Preparing and Revising this Course:

18 July 2016
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 in business according to moral concepts and judgments.

1.2 Knowledge
   (1) The ability to identify the business 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 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 solve problems from case studies.

1.4 Interpersonal Skills and Responsibility
   (1) The ability to communicate in English,
   (2) The ability to use English to solve business problem,
   (3) Initiate some new 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 life,
   (2) Be able to use statistics and mathematics to solve 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.

(4)
2. Objectives for Developing / Revising Course (content / learning process / assessment / etc.)

The frequency and level of student engagement will be assessed for the curriculum including multimedia, homework assignments, exams, and textual content. Learning exercises and activities that result in higher student engagement will be adapted to future lessons.

Section 3 Characteristics and Operation

1. Course Outline

Development English Structure on airline communication, the method of appropriate English to harmonize situation, environment and circumstance, emphasize on reading, writing, listening and speaking English, associated with job applying. Concentrate on communication, interview and development various technique of interview.

พัฒนาการใช้ภาษาอังกฤษในการสื่อสาร วิธีการสื่อสารที่เหมาะสมกับสถานการณ์ สถานที่ และบุคคลที่แตกต่างกันไป มุ่งเน้นในการพัฒนาทักษะภาษาอังกฤษในทักษะการอ่าน การเขียน การฟังและการพูด เพื่อใช้ในการสมัครงาน การสัมภาษณ์งาน และพัฒนายาเทคนิคในการตอบคำถามในการสัมภาษณ์งานในธุรกิจการบิน

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

<table>
<thead>
<tr>
<th>Lecture (hours)</th>
<th>Remedial Class (hours)</th>
<th>Practice/Field Work/Internship (hours)</th>
<th>Self-Study (hours)</th>
</tr>
</thead>
<tbody>
<tr>
<td>30 hours</td>
<td>-</td>
<td>18 hours</td>
<td>3+ (if any)</td>
</tr>
</tbody>
</table>
3. Time Length per Week for Individual Academic Consulting and Guidance

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

3.1 Self consulting at the lecturer’s office: Room No.: 304
   Building: International College (Nakhonpathom Education Center/SSRU)
3.2 Consulting via office telephone/mobile phone: 043-964946
3.3 Consulting via E-Mail: taksina.ssruic@gmail.com
3.4 Consulting via Social Media (Facebook/Twitter/Line)
   Line: taksinaco
3.5 Consulting via Computer Network (Internet/Web board)
   Teacher Website: http://www.teacher.ssru.ac.th/taksina

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 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) Checking student attendance every class,
   (2) Evaluate from how many students cheating in exam,
   (3) Evaluate from students’ responsibility on their contribution on group project.

2. Knowledge

2.1 Knowledge to be acquired
2.2 Teaching Strategies
(1) Use Problem-based learning,
(2) Use cooperative learning techniques,
(3) Invite guest speaker who is an expert in real world business.

2.3 Evaluation Strategies
(1) Pop-quiz, midterm, and final exam,
(2) A group project,
(3) Class Presentation.

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

3.2 Teaching Strategies
(1) Group presentations,
(2) Participate in real competitions such as business plan writing,
(3) Problem-based learning.

3.3 Evaluation 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 Responsibility
4.1 Interpersonal Skills and Responsibility to be developed
(1) The ability to communicate in English,
(2) The ability to use English to solve business problem,
(3) The ability to initiate some new business ideas and have leadership.

4.2 Teaching Strategies
(1) Allow students with work in unfamiliar situation with new team members,
(2) Practice business manner and how to deal with customers,
(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,
(3) Evaluate students’ business creativities and innovativeness by keynote speaker involvement or students contest organization.

5. Numerical Analysis, Communication and Information Technology Skills

5.1 Numerical Analysis, Communication and Information Technology Skills to be developed
- (1) Be able to use basic ICT skills and apply them to daily life,
- (2) Be able to use statistics and mathematics to solve 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.

5.2 Teaching Strategies
(1) Use case studies that allow students to implement their knowledge of statistics and mathematics to solve business problems,
(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-ways 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 such as Photoshop doing their work.

**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

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic/Outline</th>
<th>Periods</th>
<th>Learning Activities and Medias</th>
<th>Lecturer(s)</th>
</tr>
</thead>
</table>
| 1    | - Research on General Knowledge  
- The Position  
- The Requirements  
- The Airline Assignment “The Interview Day of……………….” | 3 hrs | - Direct instruction and group discussion  
- Student centered: cooperative learning | Taksina Bunbut |
| 2    | - Prepare  
- Psychological Programming  
- Self-Imagineering | 3 hrs | - Direct instruction  
- Student centered: cooperative learning  
- Exercise | Taksina Bunbut |
| 3    | - Mini Group Presentation  
“The Interview Day of……………….” | 3 hrs | - Student centered: cooperative learning  
- Group presentation | Taksina Bunbut |
| 4    | - Prepare  
- Consider your Communication  
- Body Language | 3 hrs | - Direct instruction  
- Student centered: cooperative learning  
- Role play | Taksina Bunbut |
| 5    | - Prepare  
- Impression Management  
- Polish your Image | 3 hrs | - Direct instruction  
- Student centered: cooperative learning  
- Group discussion | Taksina Bunbut |
<table>
<thead>
<tr>
<th>Week</th>
<th>Topic/Outline</th>
<th>Periods</th>
<th>Learning Activities and Medias</th>
<th>Lecturer(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>6</td>
<td>• Apply&lt;br&gt; - Write a Winning Cover Letter&lt;br&gt; - Create a Compelling CV/Resume (Lecture)</td>
<td>3 hrs</td>
<td>- Direct Instruction&lt;br&gt; - Student centered: cooperative learning&lt;br&gt; - Writing exercise</td>
<td>Taksina Bunbut</td>
</tr>
<tr>
<td>7</td>
<td>• Apply&lt;br&gt; - Create a Compelling CV/Resume (Workshop)</td>
<td>3 hrs</td>
<td>- Direct Instruction&lt;br&gt; - Student centered: cooperative learning&lt;br&gt; - Writing exercise</td>
<td>Taksina Bunbut</td>
</tr>
<tr>
<td>8</td>
<td><strong>Midterm Test</strong></td>
<td>3 hrs</td>
<td>- Paper test</td>
<td>Taksina Bunbut</td>
</tr>
<tr>
<td>9</td>
<td>• Attend&lt;br&gt; - Self Introduction&lt;br&gt; - SOAR Techniques for interview questions</td>
<td>3 hrs</td>
<td>- Direct instruction&lt;br&gt; - Student centered: cooperative learning&lt;br&gt; - Oral practice</td>
<td>Taksina Bunbut</td>
</tr>
<tr>
<td>10</td>
<td>• Attend&lt;br&gt; - Type of job interview&lt;br&gt; - Group discussion type</td>
<td>3 hrs</td>
<td>- Direct instruction&lt;br&gt; - Student centered: cooperative learning&lt;br&gt; - Group discussion practice</td>
<td>Taksina Bunbut</td>
</tr>
<tr>
<td>11</td>
<td>• Attend&lt;br&gt; - Individual Assessments&lt;br&gt; - Panel Interview</td>
<td>3 hrs</td>
<td>- Direct instruction&lt;br&gt; - Student centered: cooperative learning&lt;br&gt; - Oral practice</td>
<td>Taksina Bunbut</td>
</tr>
<tr>
<td>Week</td>
<td>Topic/Outline</td>
<td>Periods</td>
<td>Learning Activities and Medias</td>
<td>Lecturer(s)</td>
</tr>
<tr>
<td>------</td>
<td>--------------</td>
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<td>---------------------------------</td>
<td>-------------</td>
</tr>
</tbody>
</table>
| 12   | ● Q&A Survival Guide  
- Interviewing the Interviewer  
- Follow Up technique | 3 hrs | - Direct Instruction  
- Student centered: cooperative learning | Taksina Bunbut |
| 13   | ● Q&A Survival Guide  
- Pair Work Presentation | 3 hrs | - Direct Instruction  
- Student centered: cooperative learning  
- Group activity | Taksina Bunbut |
| 14   | ● Planning for Seminar on  
“Current Issue in Job Opportunities in Airline Business” | 3 hrs | - Student centered: cooperative learning  
- Discussion and idea sharing | Taksina Bunbut |
| 15   | ● Planning for Seminar on  
“Current Issue in Job Opportunities in Airline Business” | 3 hrs | - Student centered: cooperative learning  
- Group activity as planning for the seminar | Taksina Bunbut |
| 16   | ● Seminar on  
“Current Issue in Job Opportunities in Airline Business” | 3 hrs | - Student centered: cooperative learning  
- Problem-Based Learning and Hands-on Activities | Guest Speakers |
| 17   | Final Examination | 3 hrs | - Paper test | Taksina Bunbut |
2. Learning Assessment Plan

<table>
<thead>
<tr>
<th>Learning Outcome</th>
<th>Assessment Activities</th>
<th>Time Schedule (Week)</th>
<th>Proportion for Assessment (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1 Ethic and Morals</strong></td>
<td>Attendance criteria</td>
<td>Throughout semester</td>
<td>10 %</td>
</tr>
</tbody>
</table>
| (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 business according to moral concepts and judgments. | | | |
| **2 Knowledge**      | Paper test            | (1) Week 8          | 25 %                        |
| (1) The ability to identify the business 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 business knowledge integrated with other disciplines. | (2) Week 17 | 25 % |
<table>
<thead>
<tr>
<th>Learning Outcome</th>
<th>Assessment Activities</th>
<th>Time Schedule (Week)</th>
<th>Proportion for Assessment (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>3 Cognitive Skills</td>
<td>Assignment, Report, and Presentation</td>
<td>- Throughout semester</td>
<td>15 %</td>
</tr>
<tr>
<td>(1) The ability to gather and summarize information, and conduct research,</td>
<td>- Presentation “The Interview Day of………….” (5 points)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(2) Self-study and sharing information to the class,</td>
<td>- Cover Letter and Resume (10 points)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(3) The ability to solve problems from case studies.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4 Interpersonal Skills and Responsibilities</td>
<td>Group work, Presentation Coordination in the classroom</td>
<td>Week 14 - 15</td>
<td>10%</td>
</tr>
<tr>
<td>(1) The ability to communicate in English,</td>
<td>- Seminar on “Current Issue in Job Opportunities in Airline Business</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(2) The ability to use English to solve business problem,</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(3) Initiate some new business ideas and have leadership.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5 Numerical Analysis, Communication and Information Technology Skills</td>
<td>Group work, Presentation, Seminar organizing</td>
<td>Week 16</td>
<td>15 %</td>
</tr>
<tr>
<td>(1) Be able to use basic ICT skills and apply them to daily life,</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(2) Be able to use statistics</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
and mathematics to solve 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.

**Section 6 Learning and Teaching Resources**

1. **Textbook and Main Documents**
   
   
   Rachapon Somnuk .(2006). *From Job Ads. to Interview*. Rajamagala University of Technology Krungthep Borpitpimuk Campus

2. **Important Documents for Extra Study**


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

   www.adecco.co.th
   
   www.nationejobs.com
   
   http://th.jobsdb.com/th
   
   www.thaicabincrew.com
Section 7 Course Evaluation and Revising

1. Strategies for Course Evaluation by Students
   1.1 Using survey questions to collect information from the students’ opinions to improve the course and enhance the curriculum. The topics include:
   (1) Content objectives
   (2) The instructional materials
   (3) Learning methods and assessment
   (4) Advisory method
   1.2 Observing students’ behavior in classroom.
   1.3 Using students’ suggestion during classroom.

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 Dean or 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 question, observation, suggestion, and classroom research.

4. Feedback for Achievement Standards
   The evaluation is conducted by the 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 learning process every year.
   5.2 Seek advisory from expertise in order to enhance content and make it up-to-date with the changing environment.