



TQF 3

Bachelor's Degree

Master's Degree

TQF. 3 Course Specification

Course Code: HIR3307 **Course Title:** Concept Design For a Major Event or Function

Credits: 3(3-0-6)

Program: Hotel Management

Suan Sunandha Rajabhat University

(SSRUIC)

Semester: 1 **Academic Year:** 2018

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Section 1 General Information

(1) Code and Course Title:

English: HIR3307 Concept Design For a Major Event or Function

Thai: HIM 3307 การออกแบบงานจัดเลี้ยง

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

3. Curriculum and Course Category:

3.1 Curriculum: Bachelor of Arts in Hotel Management (Major Restaurant business)

3.2 Course Category:

General Education

Required Course

Elective Course

Others

This course of Bachelor of Arts, International College, SSRU, is categorized in *Specialized Area Courses*.

4. Lecturers Responsible for Course and Instructional:

Course Lecturers:

4.1 Lecturer responsible for Course: Mr. Thanongsak Saksiriwuttho

4.2 Instructional Course Lecturers:

(1) Mr. Thanongsak Saksiriwuttho

5. Contact/Get in touch

Room number 305

1. Mr. Thanongsak Saksiriwuttho

Tel: 081-8191687 E-mail: thanongsak.sak@ssru.ac.th

6. Semester/Year of study

6.1 Semester 1 Year of study 2018

6.2 Number of students enrolled: Students

7. Prerequisite Course

None

8. Co-requisite Course:

None

9. Learning Location

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

10. Last Date for Preparing and Revising this Course:

July 15th, 2018

Section 2 Objectives and Purposes

1. Course Objectives

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) Able to demonstrate on-time performance
- (2) Able to demonstrate morality in all areas
- (3) Able to demonstrate relevant morals in the organization and in daily life

1.2 Knowledge

- (1) Able to understand the nature of the airline business
- (2) Able to understand the terminology, idiom, and structure of English related to Airline Operations and Management

1.3 Cognitive Skills

- (1) Able to demonstrate what the main idea of the course
- (2) Able to understand and demonstrate in daily life
- (3) Able to drill and apply English reading, writing, speaking, and listening skills in Airline Operations and Management

1.4 Interpersonal Skills and Responsibility

- (1) Able to demonstrate working as a team in a professional manner

1.5 Numerical Analysis, Communication and Information Technology Skills

- (1) Able to understand the importance of clear communication

(2) Able to demonstrate effective communication skills in all stages of Airline Operations

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 Course Structure

1. Course Outline

English: Interpret the scope and context of this competence, differences between enterprises and workplaces, facilitates holistic assessment, designing a concept for a major event or function in a range of outlets within the labor divisions of the hotel and travel industries, identify key objectives of event, concept, theme and format of event and prepare a concept plan.

Thai: อธิบายถึงขอบเขตระหว่างผู้ประกอบการและสถานที่ทำงานได้ ประเมินถึงความสะดวกสบายแบบองค์รวมได้, ออกแบบหลักการจัดงานของธุรกิจโรงแรมและ อุตสาหกรรมบริการท่องเที่ยวได้, สามารถแยกแยะจุดประสงค์การจัดงาน, รูปแบบของงานแต่ละอย่างได้ และมีความสามารถในการวางแผนในการจัดงานได้

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

Lecture	Practice/ Field Work/Internship	Self-Study	Remedial Class
3 hours/ week	-	6 hours/week	Upon request

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 Number 305 International College Building, International College (Nakhonpathom Education Center/SSRU)

3.2 Consulting via office telephone/mobile phone: as above

3.3 Consulting via E-Mail: as above

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

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

University website

Section 4 Developing Student's Learning Outcomes

1. Morals and Ethics

1.1 Morals and Ethics to be developed

- (1) Be able to deliver or complete the required task on 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 according to moral concepts and judgments

1.2 Teaching Strategies

- (1) Direct instruction
- (2) Discussion
- (3) Student research

1.3 Assessment Strategies

- (1) Measurement of punctuality and attendance
- (2) Measurement of personal interaction style
- (3) Measurement of original contribution

2. Knowledge

2.1 Knowledge to be developed

- (1) Be able to identify the proper theories and describe important case studies
- (2) Be able to provide an analysis and provide solutions to real world problems

- (3) Be able to organize self-study and share information with the class

2.2 Teaching Strategies

- (1) Cooperative learning
- (2) Problem-based learning
- (3) Direct instruction

2.3 Assessment Strategies

- (1) Mid-term test
- (2) Final test
- (3) Cooperative learning evaluations

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 with the class
- (3) The ability to solve problems with case studies

3.2 Teaching Strategies

- (1) Cooperative learning
- (2) Problem-based learning
- (3) Direct instruction

3.3 Assessment Strategies

- (1) Cooperative learning evaluations
- (2) Direct instruction
- (3) Quizzes

4. Interpersonal Skills and Responsibilities

4.1 Interpersonal Skills and Responsibilities to be developed

- (1) Be able to use interpersonal English communication skills
- (2) Be able to collaborate in teams and solve problems
- (3) Demonstrate leadership

4.2 Teaching Strategies

- (1) Cooperative learning
- (2) Group work activities

5. Numerical Analysis, Communication and Information Technology Skills

5.1 Numerical Analysis, Communication and Information Technology to be developed

- (1) Be able to use basic ICT skills and apply daily
- (2) Be able to use statistics and mathematics to solve air transport 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) Direct instruction
- (2) Cooperative learning
- (3) Group work activities

5.3 Assessment Strategies

- (1) Quizzes
- (2) Cooperative learning evaluations
- (3) Group work evaluations

6. Other Domain

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)

Learning Standards/Outcomes	Learning Activities	Learning Assessment
<p>1. Morals and Ethics</p> <p>1.1 Be able to deliver or to complete a required task at appointed time;</p> <p>1.2 Be able to do the right thing according to the values, beliefs, and principles they claim to hold;</p> <p>1.3 Be able to make decisions in business according to moral concepts and judgments.</p>	<ul style="list-style-type: none"> • Lecture and group discussion • Student-centered: Constructivist approaches • Cooperative learning: Jigsaw 	<ul style="list-style-type: none"> • Attendance • Quizzes • Group reports and presentations
<p>2. Knowledge</p> <p>2.1 Be able to identify the proper theories and describe important case studies.</p> <p>2.2 Be able to provide an analysis and provide the solution to real world problems.</p> <p>2.3 Be able to organize self-study and sharing information to the class.</p>	<ul style="list-style-type: none"> • Lecture and group discussion • Student-centered: Constructivist approaches • Cooperative learning: Jigsaw 	<ul style="list-style-type: none"> • Quizzes • Midterm • Final • Group reports and presentations
<p>3. Cognitive Skills</p> <p>3.1 The ability to gather and summarize information, and conduct research;</p> <p>3.2 Self-study and sharing information to the class;</p> <p>3.3 The ability to solve problems from case studies.</p>	<ul style="list-style-type: none"> • Lecture and group discussion • Student-centered: Constructivist approaches • Cooperative learning: Jigsaw 	<ul style="list-style-type: none"> • Quizzes • Midterm • Final • Group reports and presentations

Learning Standards/Outcomes	Learning Activities	Learning Assessment
<p>4. Interpersonal Skills and Responsibilities</p> <p>4.1 Be able to use interpersonal English communication skills.</p> <p>4.2 Be able to collaborate well in teams for problem solving.</p> <p>4.3 Be able to show leadership skills.</p>	<ul style="list-style-type: none"> • Lecture and group discussion • Student-centered: Constructivist approaches • Cooperative learning: Jigsaw 	<ul style="list-style-type: none"> • Quizzes • Group reports and presentations • Evaluate English skills during class
<p>5. Numerical Analysis, Communication and Information Technology Skills</p> <p>5.1 Be able to use basic ICT skills and apply them daily;</p> <p>5.2 Be able to use statistics and mathematics to solve air transport business problems;</p> <p>5.3 Be able to use IT to search for new knowledge and apply numerical analysis in communication with emphasis on practical and real life experiences.</p>	<ul style="list-style-type: none"> • Lecture and group discussion • Student-centered: Constructivist approaches • Cooperative learning: Jigsaw 	<ul style="list-style-type: none"> • Quizzes • Group reports and presentations

Section 5 Lesson Plan and Assessment

1. Lesson Plan

Week	Topic/Outline	Period	Learning Activities and Medias
1	Chapter 1: The First Steps: Initial Planning & Budgeting	3	<ul style="list-style-type: none"> • Explain about class in general and grading system • Lecture • Self-study (Reading articles)
2	Chapter 2: Organization and Timing	3	<ul style="list-style-type: none"> • Lecture and group discussion • Student-centered: Cooperative learning approaches
3	Chapter 3: Location 3.1 Site Selection 3.2 Hotel and convention Centers	3	<ul style="list-style-type: none"> • Lecture and group discussion
4	Chapter 4: Restaurant, private venues, catering and Gala opening in New Venues	3	<ul style="list-style-type: none"> • Lecture and group discussion • Self-study (Reading articles)

5	Chapter 5 : Transportation -By air -By land	3	<ul style="list-style-type: none"> • Lecture and group discussion
6	Chapter 6: Guest arrival	3	<ul style="list-style-type: none"> • Lecture and group discussion
7	Review Unit1-6	3	<ul style="list-style-type: none"> • Student-centered: Problem-Based learning and Cooperative learning approaches • Group presentation
8	Midterm Examination	3	Paper test
9	Chapter 7: Venue Requirements	3	<ul style="list-style-type: none"> • Lecture and group discussion and assignment
10	Chapter 8: Who's It All For? 8.1 Know your guest demographics 8.2 The guest list 8.3 Invitation and media	3	<ul style="list-style-type: none"> • Lecture and group discussion
11	Chapter 9: Food and Beverage	3	<ul style="list-style-type: none"> • Lecture and group discussion

12	Chapter 10: Other considerations 10.1 Entertainment 10.2 Photographer and videographer	3	<ul style="list-style-type: none"> • Lecture and group discussion
13	Chapter 11: An Example of EVENT MANAGEMENT for event organizers of larger events	3	<ul style="list-style-type: none"> • Lecture and group discussion
14	Chapter 12: Practical an event	3	Lecture and group discussion
15	Summary and review unit 7-12	3	<ul style="list-style-type: none"> • Presentation and assignment submission
16	Final Examination	3	<ul style="list-style-type: none"> • Lecture and group discussion • Student-centered: Problem-Based learning and Cooperative learning approaches

2. Learning Assessment Plan

Learning Outcomes	Assessment Activities	Time Schedule (Week)	Proportion for Assessment (%)
<p>1 Morals and Ethics</p> <p>1.1 Be able to deliver or to complete a required task at appointed time;</p> <p>1.2 Be able to do the right thing according to the values, beliefs, and principles they claim to hold;</p> <p>1.3 Be able to make decisions in business according to moral concepts and judgments.</p>	<ul style="list-style-type: none"> • Attendance • Quizzes • Student behavior 	<p>Throughout semester</p>	<p>10 %</p>
<p>2. Knowledge</p> <p>2.1 Be able to identify the proper theories and describe important case studies;</p> <p>2.2 Be able to provide an analysis and provide the solution to real world problems;</p> <p>2.3 Be able to organize self-study and sharing information to the class.</p>	<ul style="list-style-type: none"> • Quizzes • Midterm • Final • Group reports and presentations 	<p>Throughout semester</p>	<p>60 %</p>

Learning Outcomes	Assessment Activities	Time Schedule (Week)	Proportion for Assessment (%)
<p>3. Cognitive Skills</p> <p>3.1 The ability to gather and summarize information, and conduct research;</p> <p>3.2 Self-study and sharing information to the class;</p> <p>3.3 The ability to solve problems from case studies</p>	<ul style="list-style-type: none"> • Quizzes • Midterm • Final • Group reports and presentations 	Throughout semester	10 %
<p>4. Interpersonal Skills and Responsibilities</p> <p>4.1 Be able to use interpersonal English communication skills.</p> <p>4.2 Be able to collaborate well in teams for problem solving.</p> <p>4.3 Be able to show leadership skills.</p>	<ul style="list-style-type: none"> • Quizzes • Group reports and presentations • Evaluate English skills during class 	Throughout semester	10 %

Learning Outcomes	Assessment Activities	Time Schedule (Week)	Proportion for Assessment (%)
<p>5. Numerical Analysis, Communication and Information Technology Skills</p> <p>5.1 Be able to use basic ICT skills and apply them daily;</p> <p>5.2 Be able to use statistics and mathematics to solve air transport business problems;</p> <p>5.3 Be able to use IT to search for new knowledge and apply numerical analysis in communication with emphasis on practical and real life experiences.</p>	<ul style="list-style-type: none"> • Quizzes • Group reports and presentations 	<p>Throughout semester</p>	<p>10 %</p>

Section 6 Learning and Teaching Resources

1. Textbook and Main Documents

Allen Judy , (2009).2th *Event Planning*. John Wiley & Sons Canada, Ltd

Stephan B.Shiring, (2014) *Professional Catering* .Delmar, Cengage Learning

2. Important Documents for Extra Study

The professional caterer's Handbook. How to open and Operate a financially Successful Catering Business. Lora Arduser and Douglas Robert Brown (2006). Atlactic publishing groups. Inc

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

-How to start a Catering Business (2013). Retrived August6, from website: <http://www.inc.com/duides/2011/01/how-to-start-a-catering-business.html>

Section 7 Course Evaluation and Improvement

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 Lecturers 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 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 assignment is interesting and stimulating.

(11) The lecturer's use of technology enhanced 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 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) Assign different lecturers to teach this course to enhance students' performance.
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