

Course Specification

University	Suan Dusit University
Campus/Faculty /Field of Study	Business English Program Faculty of Humanities and Social Sciences

1. General Information

1.1 Course title and code

1552127 Business Report Reading

1.2 Credit Hours

3 (3-0-6)/ 3 hours/wk

1.3 Program in which the course is offered and course types (compulsory, elective, etc)

Compulsory

1.4 Name of faculty member responsible for the subject / Name of lecturer

1) Name of lecturer being responsible for the subject: Ms. Janalyn Ramos-Dayrit

2) Name of lecturer: Ms. Janalyn Ramos-Dayrit

1.5 Semester/year at which the course is offered

2nd Semester/2nd year

1.6 Pre-requisites for this course

None

1.7 Co-requisites for this course

None

1.8 Location (indicate room numbers)

Room _____ Building _____ Suan Dusit University

1.9 Date on which the course is modified

15 November 2018

2. Aims and Objectives

2.1 Subject aims

Upon completion of this course students should be able to achieve the following objectives:

1. Students must develop honesty, punctuality, self and social responsibility.
2. Students can integrate their reading knowledge in reading strategies such as reading, skimming and scanning

3. Students enhance their understanding and comprehension in retaining some business terminology such as finance, marketing, Import-export, etc. and business documents in various forms such as checks, receipts, tickets, Marketing and sales Import-export, etc.
4. Students must work and be responsible for the assigned task, duties and roles in the workgroup.
5. Students should find ways in accessing the Internet from various sources; use the computer fairly and effectively to study, research and do report.

2.2 Purpose for developing/modifying the course

To develop the mind and increase the students' skill to absorb and react to what they read.

3. Course Management

3.1. Course description

Business terminology related to finance, management and marketing; practice strategies and skills in reading: scanning and skimming, paraphrasing, summarizing, and reading comprehension from graphs, charts, tables, business-related texts, news articles, press releases, annual reports, financial statements, and analytical reports.

3.2. Teaching Hours per semester

Lecture / Practice hours	Additional Teaching Hours	Training / Field work	Self-study
45	45	-	90

3.3. Additional Private Study or Learning Hours

Students can contact the teacher online through chat on social network applications or through phone calls from 8am until 5pm.

4. Development of Learning Outcome in Domains of Learning

Learning Outcomes Being Developed	Teaching Strategies	Methods of Assessment	Assessment Week	Proportion of Assessment
<p>1. Develop self-discipline, punctuality and responsibilities</p> <p>2. Show honesty in the assigned tasks</p> <p>3. Conform to rules and regulations</p> <p>4. Have academic and professional ethics</p>	<p>1. Take on time attendance, check assignments and give weekly tests</p> <p>2. Check assignments and grade weekly tests thoroughly</p> <p>3. Set guidelines for proper behavior and assign points accordingly</p> <p>4. Explain rules and regulations clearly and ask for justifying inappropriate behavior or action</p>	<p>1. On time attendance in every class</p> <p>2. Regular grading of assignments and tests</p> <p>3. Rubric for guidelines for behavior</p> <p>4. Lecture on rules and regulations and one to one chat with students if necessary</p>	1-15	10%
<p>1. Have an understanding of an acquired skill of English in listening, speaking, reading and writing</p> <p>2. Have knowledge in the field of Business English covering vocabulary, grammar and expressions;</p> <p>3. Have basic knowledge of</p>	<p>1. Discussions, videos, pair and group work</p> <p>2. Lectures, discussions, pair and group work</p> <p>3. Lectures and videos</p> <p>4. Lectures, videos and power point presentations</p>	<p>1. Class activities, exercises and interviews</p> <p>2. Weekly individual and group tests and activities</p> <p>3. Class tests and interviews</p> <p>4. Exercises and discussions</p>	Week 2, 6, 8, 10, 12, 14 and 16	50%

business; 4. Have integrated knowledge in other related disciplines				
1. Have the ability to search for and integrate up-to-date information and new technology; 2. Think creatively and have the ability to apply knowledge appropriately; 3. Be able to think , analyze and solve problems systematically; 4. Synthesize original body of knowledge	1. Class discussions on finding up-to-date information 2. Class activities based on situations in real life 3. Assign problems using real life simulations 4. Lectures, class discussions and exercises	1. Interactive talks and eliciting information 2. Pair work, group and class exercises 3. Assign exercises in pairs and groups 4. Elicit information and answers from discussions and exercises	Week 14 and 16	20%
1. Have cooperative interpersonal skills and respect for the rights and opinions of others; 2. Communicate effectively 3. Work, and be responsible for the assigned work, duties and roles in the workgroup.	1. Have group and class discussions 2. Interactive talks in class involving all students 3. Group discussions with rotating group leaders	1. Provide feedback during and after discussions 2. Provide opportunity for equal participation and healthy discussions 3. Assign points to group leaders and individual members for responsibility and participation in discussions	1 – 15	10%

<p>1. Be able to use information technology to search for information and present work</p> <p>2. Use information technology for communication</p> <p>3. Calculate and analyze basic quantitative data</p> <p>4. Calculate and process data by using computer applications</p>	<p>1. Assign exercises involving researching information on the internet</p> <p>2. Create Facebook and email groups, and use mobile apps</p> <p>3. Assign minor research work</p> <p>4. Assign exercises for finding and presenting information from the internet</p>	<p>1. Individual and group presentations</p> <p>2. Online exercises and assignments</p> <p>3. Monthly Individual presentations</p> <p>4. Weekly individual and group tests</p>	1 – 15	10%
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5. Teaching Plan and Evaluation

5.1 Teaching Plan

Week (Hour/s)	Content	Teaching Activities	Materials	Evaluation	Lecturer
1 (3 hrs.)	Introduce the course, learning activities and evaluation	<ul style="list-style-type: none"> - Explain the course syllabus, course overview and objectives - Hand-outs and visual aids. - Let the students participate by giving their views, expectations and comments 	<ul style="list-style-type: none"> - Use the OHP, laptop, video, textbook, power point slides in discussing the course syllabus 	<ul style="list-style-type: none"> - Evaluate students about expectation and goals thru participation (10%) 	Jana Ramos-Dayrit

2 (3 hrs.)	Skimming	<ul style="list-style-type: none"> - Discuss the ways in skimming (how to skim reading, basic knowledge needed to skim reading, reading the sub-class and the structure of the reading) - Let the students practice reading paragraphs - Encourage the students to add speed in reading - Initiate in-class exercises and short quiz at the end of the class 	<ul style="list-style-type: none"> - Use the OHP, laptop, video, textbook, power point slides for the discussion 	<ul style="list-style-type: none"> - Evaluate students thru in-class exercises (book activities) and short quiz (10%) 	Jana Ramos-Dayrit
4 (3 hrs.)	Scanning	<ul style="list-style-type: none"> - Explain how to scan a paragraph thru reading - Discuss the basic knowledge required in scanning - Let students practice scanning using book exercises and activities - Let students work in group to exchange their ideas and techniques in scanning by the situations provided 	<ul style="list-style-type: none"> - Use the OHP, laptop, video, textbook, power point slides for the discussion 	<ul style="list-style-type: none"> Evaluate students thru in-class exercises (book activities) and class participation (10%) 	Jana Ramos-Dayrit
5-6 (3 hrs.)	Reference	<ul style="list-style-type: none"> - Explain what is reference - Discuss the types of reference (backward and forward references) - Let the students read the sentences and encourage them to give their views and in doing the in-class exercises 	<ul style="list-style-type: none"> - Use the OHP, laptop, video, textbook, power point slides for the discussion 	<ul style="list-style-type: none"> - Evaluate students thru in-class exercises (book activities) 10 %) - Evaluate students thru situations in a group work activity and short 	Jana Ramos-Dayrit

		<ul style="list-style-type: none"> - Guide students in getting the references using the exercises given - A short quiz will be given at the end of class 		quiz (10%)	
7-8 (6 hrs.)	Reading for the Main Idea	<ul style="list-style-type: none"> - Explain what is main idea - Discuss the principles and the meaning of a word or group of words - Let the students participate in class discussion by initiating individual question and answer session to test their understanding - Let students work in group and do the brainstorming activities given - A short quiz will be given at the end of class 	<ul style="list-style-type: none"> - Use the OHP, laptop, video, textbook, power point slides for the discussion 	<ul style="list-style-type: none"> - Evaluate students thru in-class exercises (book activities) and participation (10%) -- Evaluate students thru group work activity and short quiz (10%) 	Jana Ramos-Dayrit
9-10 (6 hrs.)	Critical Analysis (Inference)	<ul style="list-style-type: none"> - Discuss what is critical analysis - Explain the principles of analyzing after reading a story - Let the students read, analyze and give feedback of the lesson - Encourage students to answer some activities by writing a cause and effect situation - Initiate in-class exercises - Let students take the mid-term exam 	<ul style="list-style-type: none"> - Use the OHP, laptop, video, textbook, power point slides for the discussion - Handout exam paper 	<ul style="list-style-type: none"> - Evaluate students thru in-class exercises (book activities) and participation (10%) -Mid-term exam (20%) 	Jana Ramos-Dayrit

11-12 (6 hrs.)	Reading to get Information	<ul style="list-style-type: none"> - Show and discuss how to get information - Explain the importance in the reading tables, charts, schedule from different reading materials and sources - Let the students read the paragraph and encourage them to give their views and in doing the in-class exercises - A short quiz will be given at the end of class 	<ul style="list-style-type: none"> - Use the OHP, laptop, video, textbook, power point slides for the discussion 	<ul style="list-style-type: none"> - Evaluate students thru in-class exercises (book activities) and short quiz (10%) 	Jana Ramos-Dayrit
13 (3 hrs.)	Reading Newspaper	<ul style="list-style-type: none"> - Describe and discuss the different types of newspaper and the different languages being used Explain the characteristics of the news in a newspaper as well as the characteristics of the column and the structure of headings in a newspaper - Let the students identify the different types of newspaper, its language and characteristic - Let the students give their views and in doing the in-class exercises - Encourage students to participate in group work activities 	<ul style="list-style-type: none"> - Use the OHP, laptop, video, textbook, power point slides for the discussion 	<ul style="list-style-type: none"> - Evaluate students thru in-class exercises (book activities) and participation (10%) 	Jana Ramos-Dayrit

14 (3 hrs.)	Reading Business Documents	<ul style="list-style-type: none"> - Discuss how to read and identify a business document - Explain the different kinds of business documents and the materials where to find the business documents - Elaborate the business document terminologies that are not common to the students - Encourage students to give their own views and ideas in writing a business report - Let the students work in group and have them take their time in discussing the topics given - Let the students analyze each in-class exercises (book activity) 	<ul style="list-style-type: none"> - Use the OHP, laptop, video, textbook, power point slides for the discussion 	<ul style="list-style-type: none"> - Evaluate students thru individual business report writing (20%) 	Jana Ramos-Dayrit
15 (3 hrs.)	Review of the topics	<ul style="list-style-type: none"> - Review content in all topics covered for the final exam - Initiate question and answer portion to test students readiness - Let students play a game for the in-class exercises 	<ul style="list-style-type: none"> - Use the OHP, laptop, video, textbook, power point slides for the discussion 	<ul style="list-style-type: none"> - Evaluate students thru in-class activities (book activities) 	Jana Ramos-Dayrit
16 (1.5 hrs.)	Final Examination	<ul style="list-style-type: none"> - Final test paper 	<ul style="list-style-type: none"> -Let students take the final exam 	<ul style="list-style-type: none"> -Final exam (20%) 	Jana Ramos-Dayrit

5.2 Assessment and Evaluation

1) Assessment

Attendance and Participation	20%
Group Project	20%
Quiz and Homework	20%
Midterm Exam	20%
Final Exam	20%

2) Evaluation

Non-referenced Assessment

Scores	Grade
90-100	A
85-89	B+
75-84	B
70-74	C+
60-69	C
55-59	D+
50-54	D
0-50	F

6. Teaching and Learning Resources

6.1 Required text

Wilasinee Ploylearmsaeng) .2017 .(*Business Report Writing* .Bangkok :Graphic Site Media and Printing Solutions .

6.2 Essential references

Maggs, M. M. (1990). *Reading skills identifying main idea book II*. Illinois: National Textbook Company.

Maker, J. & Lenier, M. (1986). *College reading book II* (2 ed.). California: Wadsworth Publishing Company.

McWhorter, I. K. (1983). *College reading and study skills* (2 nd.). Boston: Little Brown and Company.

6.3 Suggested references

- Sherboune, J. F. (1977). *Toward reading comprehension* (2 ed.). Lexington: D.C. Heath and Company.
- Spache, D. G. & Berg, C. P. (1967). *The art of efficient reading* (2 nd). New York: Macmillan.
- Spargo, E. & Wieliston, R G. (1980). *Times readings: Book ten*. Rhode Island: Jamestown.
- Tanzer, C. (1977). *Biology and human progress*. New Jersey: Prentice-Hall.
- Tianwah, G. (1983). *Export/import procedures & documentation*. Singapore: Rank Books.
- Tindall B. G. (1984). *America: A narrative history* (vol.1). New York: W.W. Norton & Company.

7. Course Evaluation and Improvement Processes

7.1 Strategies for Obtaining Student Feedback on Quality of Teaching

1. Formal evaluation by the university online and the Business English Program
2. Group and Class discussions

7.2 Other Strategies for Evaluation of Teaching

1. Independent feedback from students
2. Assessment of results achieved by students
3. Consultation with students' advisors

7.3 Processes for Improvement of Teaching

1. Discussions with and feedback from colleagues
2. Classroom research
3. Expand knowledge through online teaching courses
4. Attend seminars and conferences to interact with delegates and attend presentations to improve knowledge on teaching strategies

7.4 Processes for Verifying Standards of Students Achievement

Learning Outcomes in Five Domains	Assessment			
	Observation	Class Activities	Quiz, Midterm and Final Exam	Homework
Morals and Ethics	✓	✓	✓	
Knowledge	✓		✓	✓
Cognitive skills		✓	✓	✓
Interpersonal skills and responsibilities	✓			
Communication Information Technology and Numerical Skills		✓	✓	✓

7.5 Action planning for verifying and improving effectiveness of the course

1. Students' feedback on course – lessons and tests
2. Inclusion of topics (if any) as per suggestions by students
3. Assessment of students' display of language and business skills during class exercises and activities