

**TQF.3**

**Undergraduate  
Writing for Academic Purpose**

## **Course Specification**

### **Program of Study**

B.A. (Hospitality Management, International Program)

### **Faculty/Institute/College**

School of Tourism and Hospitality Management, Suan Dusit Rajabhat University

### **Category 1: General Information**

#### **Course Code and Course Title**

1500118 Undergraduate Writing for Academic Purpose

#### **Number of Credits**

3 (3 - 0 - 6) (Lecture - Lab - Self - Study)

#### **Prerequisite(s)**

-

#### **Co-requisite(s)**

-

#### **Type of Course**

Major Requirement Course

#### **Course Coordinator and Instructor**

Dr. Pisuda Sangsue

#### **Session**

Semester 1 / every academic year

#### **Venue**

Main campus, Suan Dusit Rajabhat University

#### **Latest Date of Course Specification (TQF 3) Development or Modification**

May 2013

### **Category 2: Aims and Objectives**

#### **Course Objectives**

1. To provide students with the knowledge of basic grammar suitable for academic writing.
2. To provide students with the concept and understanding about academic writing.
3. To provide students with academic writing skills essential to undergraduate studies.
4. To provide student with hands-on practice of academic writing.
5. To improve the vocabulary of academic English.
6. To develop skill from writing at the paragraph level through organizing the various section of an essay including describing graphs and charts.

### Category 3: Course Description and Implementation

#### 3.1 Course Description

This course is designed to assist students in need of language support to express their ideas effectively and in accordance with academic conventions. The focus is primarily on the development of writing skills with the aim of fostering critical analysis and competent production of relevant academic genres.

#### 3.2 Number of Hours per Semester

Lecture	Tutorial	Practice/Field Experience/Internship	Self-directed Learning
48 hours	-	-	90 hours

#### 3.3 Number of hours provided for academic advice and guidance to students

- The faculty member provides academic advice and guidance to students (individual/group) 3 hours/week. Time and date will be informed in the first section.

### Category 4: Development of Student Learning Outcomes

#### 4.1 Morality and Ethics

##### 4.1.1 Learning Outcome of Morality and Ethics

Enable the students to be responsible, disciplined, and honest and have an awareness or sensitivity to what is morally/ ethically at stake in a situation by applied specific skills learnt throughout this course as follows:

- Be aware of morals, ethics, and honesty,
- Be punctual and responsible for oneself and the society,
- Be a leader at the same time as a follower, be able to work in a team and be able to provide solutions to conflicts,
- Be respectful towards other people's right, as well as follow rules and regulations of institution and society.

##### 4.1.2 Teaching Strategies of Learning Development in Morals and Ethics

Instructors should have a clear grasp of the intended morals and ethical issues in concrete terms, then the instructors will be far more effective in inserting those learning outcome of morality and ethics stated in section 4.1.1 throughout the course. Moreover, this would assist the instructors to adjust or adapt those issues to what the students need to achieve. The teaching methods would be consisted of:

- The examples of moral and ethical issues in hospitality industry,
- Examples of the situations, involving of moral and ethical issues in hospitality industry,
- Discussion of the possible issues of moral and ethical issues in hospitality industry and in

society.

#### 4.1.3 Evaluation Strategies for Learning Outcome of Morals and Ethics

- Evaluate from students' disciplines such as punctuality,
- Evaluate from responsibilities on assigned tasks,
- Evaluate from attending the classes, participating class activities.

## **4.2 Knowledge Development**

### 4.2.1 Learning Outcome of Knowledge

The students would gain knowledge of English grammar and the concept of written English essential to the development of academic writing skills for undergraduate studies as well as other requirements for academic writing purpose such as describing graphs/ charts, and referencing.

### 4.2.2 Teaching Strategies for Learning Development of Knowledge

- Lecture
- Pre-test and Post-test
- Individual work/ practice
- Group work
- Group discussion
- Case study

### 4.2.3 Evaluation Strategies for Learning Outcome of Knowledge

The evaluation will be considered from scores of:

- Testing
- Midterm and Final Examination
- Individual assignment
- Presentation
- Cooperative subjects

## **4.3 Intellectual Knowledge Innovation**

### 4.3.1 Learning Outcome of intellectual knowledge innovation

Develop the cognitive ability to think in a systematic and analytical manner in order to prevent and remedy problems occurred during the learning process

### 4.3.2 Teaching Strategies for Learning Development of Cognitive Skills

Teaching strategies that are employed for cognitive skills development are;

- Individual work
- Group discussion
- Practices

### 4.3.3 Evaluation Strategies for Learning Outcome of Cognitive Skills

The results of evaluation are derived from the student's outcomes and practices such as presentation in class, examination by testing and interviewing, and class observation.

#### **4.4 Interpersonal Communication Skills**

##### 4.4.1 Learning Outcome of Interpersonal Skills and Responsibility

- To be able to work with others and solve the problems both as a good leader and a good team member.
- To be able to apply knowledge to lead society in the right ways.
- To be responsible on self and social awareness.
- To develop continuously on professional learning improvement based on international criterion.

The other qualifications will be assessed by observing class participation.

##### 4.4.2 Teaching Strategies for Learning Development of Interpersonal Skills and Responsibility

- Demonstrate the ability to work with others.
- Demonstrate the responsibility on delegated work.
- Be able to suitably adapt to situation and organizational culture of work places.
- Demonstrate the human relationship.
- Demonstrate the leadership.

##### 4.4.3 Evaluation Strategies for Learning Outcome Evaluation of Interpersonal Skills and Responsibility

A student's behaviour and expression are evaluated from group activity, participation, and entirety, obviousness, and accuracy of information.

#### **4.5 Numerical Analysis and Information Technology Skills**

##### 4.5.1 Learning Outcome of Numerical Analysis, Communication, and Information Technology Skills

- To be able to apply Thai and Foreign languages effectively when communicate both academically and professionally,
- To be able to communicate effectively with foreigners from different culture in different situation,
- To be able to use information technology suitably in different operations,
- To be able to analyze and interpret data, facts, figures, statistics and/or numerical related tasks efficiently.

##### 4.5.2 Teaching Strategy for Learning Development of Numerical Analysis, Communication, and Information Technology Skills

Instructors should arrange learning activities for students to analyse simulated situation, present problem solving, and learn the techniques of information technology application in many situations.

##### 4.5.3 Evaluation Strategies for Learning Outcome Evaluation of Numerical Analysis, Communication, and Information Technology Skills

Evaluate the ability in applying theories and selecting the information technology application or related mathematics and statistics for presentation.

## Category 5: Teaching and Evaluation Plans

### 5.1 Course Outline

Week	Topics	Hours	Teaching & Learning Activities, Instructional Media (If any)	Instructor
1	Course introduction <ul style="list-style-type: none"> <li>- Pre-test –Writing</li> <li>- Defing and understanding academic writing</li> <li>- What the student is expected from the course? (needed areas to be improve after the course)</li> </ul>	3	<ul style="list-style-type: none"> <li>- Get to know each other</li> <li>- Pre-test</li> <li>- Classroom discussions</li> </ul>	Dr. Pisuda Sangsue
	<ul style="list-style-type: none"> <li>- Course syllabus overview</li> <li>- Course objective and evaluation</li> </ul>		Classroom discussions	
2	Basic Grammar used in academic writing purpose	3	<ul style="list-style-type: none"> <li>- Lectures on the topics for the week</li> <li>- PowerPoint presentation</li> <li>- Classroom discussions</li> </ul>	Dr. Pisuda Sangsue
	Types of sentences used in academic writing purpose		<ul style="list-style-type: none"> <li>- Lectures on the topics for the week</li> <li>- PowerPoint presentation</li> <li>- Class participation by the students</li> </ul>	
3	Style of Academic Writing <ul style="list-style-type: none"> <li>- Formal vs Informal Writing</li> </ul>	3	<ul style="list-style-type: none"> <li>- Lectures on the topics for the week</li> <li>- PowerPoint presentation</li> <li>- Classroom discussions</li> </ul>	Dr. Pisuda Sangsue
	Writing Activity			
4	Style of Academic Writing <ul style="list-style-type: none"> <li>- Paraphrasing</li> </ul>	3	<ul style="list-style-type: none"> <li>- Lectures on the topics for the week</li> <li>- PowerPoint presentation</li> <li>- Classroom discussions</li> </ul>	Dr. Pisuda Sangsue
	Writing Activity			
5	Style of Academic Writing <ul style="list-style-type: none"> <li>- Referencing</li> </ul>	3	<ul style="list-style-type: none"> <li>- Lectures on the topics for the week</li> <li>- PowerPoint presentation</li> <li>- Classroom discussions</li> </ul>	Dr. Pisuda Sangsue
	Writing Activity			

6	<p>Essay Structure</p> <ul style="list-style-type: none"> <li>- Understanding titles to planning</li> <li>- Finding key points and note making</li> <li>-</li> </ul>	3	<ul style="list-style-type: none"> <li>- Lectures on the topics for the week</li> <li>- PowerPoint presentation</li> <li>- Classroom discussions</li> </ul>	Dr. Pisuda Sangsue
Writing Activity				
7	<p><b>Midterm Examination</b> (Individual Essay on selected Topic)</p>			
8	Analysing journal abstract	3	<ul style="list-style-type: none"> <li>- Lectures on the topics for the week</li> <li>- PowerPoint presentation</li> <li>- Class participant by Students</li> </ul>	Dr. Pisuda Sangsue
9	<p>Elements of Writing</p> <ul style="list-style-type: none"> <li>- Cause and Effect</li> </ul>	3	<ul style="list-style-type: none"> <li>- Lectures on the topics for the week</li> <li>- Class participation by the students</li> </ul>	Dr. Pisuda Sangsue
10	<p>Elements of Writing</p> <ul style="list-style-type: none"> <li>- Cohesion and Comparison</li> </ul>	3	<ul style="list-style-type: none"> <li>- Lectures on the topics for the week</li> <li>- PowerPoint presentation</li> <li>- Classroom discussions</li> </ul>	Dr. Pisuda Sangsue
11	<p>Elements of Writing</p> <ul style="list-style-type: none"> <li>- Definition</li> </ul>	3	<ul style="list-style-type: none"> <li>- Lectures on the topics for the week</li> <li>- PowerPoint presentation</li> <li>- Classroom discussions</li> </ul>	Dr. Pisuda Sangsue
12	<p>Elements of Writing</p> <ul style="list-style-type: none"> <li>- Examples</li> </ul>	3	<ul style="list-style-type: none"> <li>- Lectures on the topics for the week</li> <li>- PowerPoint presentation</li> <li>- Classroom discussions</li> </ul>	Dr. Pisuda Sangsue
13	<p>Elements of Writing</p> <ul style="list-style-type: none"> <li>- Argument and Discussion</li> </ul>	3	<ul style="list-style-type: none"> <li>- Lectures on the topics for the week</li> <li>- PowerPoint presentation</li> <li>- Classroom discussions</li> </ul>	Dr. Pisuda Sangsue

14	Elements of Writing - Describing graphs/ charts	3	- Lectures on the topics for the week - PowerPoint presentation - Classroom discussions	Dr. Pisuda Sangsue
15	Revision	3	- Classroom discussions - Course Review	Dr. Pisuda Sangsue
16	<b>Final Examination</b>			

**NB.** The course is subject to change without prior notice to fit the changing tourism and hospitality circumstances.

## **5.2 Evaluation Plan**

### **Teaching Method(s)**

- Lectures
- Discussion
- Assignments

### **Teaching Materials**

- LCD overhead projector
- PowerPoint
- Handouts
- Text books

### **Ratio of mark**

In-class Assignment 50%  
Midterm Examination 20 %  
Final Examination 20 %  
Attendance 10 %

**Total** 100 %

### **Course evaluation**

- Students' achievement as indicated above

## **Category 6: Teaching and Learning Resources**



## 6.1 Main Texts and Teaching Materials

Reference(s)

Undergraduate Writing for Academic Purpose Handout By Dr. Pisuda Sangsue

**6.2 Essential Teaching Resources** (Books, journals, websites and other documents essential for additional reading)

Bailey S. (2006) *Academic writing: a handbook for international students*, Oxford: Routledge.

**6.3 Recommended Teaching Resources** (Books, journals, websites and other documents recommended for additional reading)

Anderson WM, Woods G and Ward LJ. (2012) *English Grammar for Dummies*, Queensland: Wiley.

Woods G. (2010) *English grammar workbook for dummies*, New Jersey: Wiley.

## Category 7: Evaluation and Improvement of Course Management

### 7.1 Strategies for Course Effectiveness Evaluation by Students

Grade	Percentage	GPA
A	90-100	4.00
B <sup>+</sup>	85-89	3.50
B	75-84	3.00
C <sup>+</sup>	70-74	2.50
C	60-69	2.00
D <sup>+</sup>	55-59	1.50
D	50-54	1.00
F	0-49	0.00

### 7.2 Strategies for Teaching Evaluation

- Students' satisfaction towards teaching and learning of the course using questionnaires.

### **7.3 Teaching Improvement**

- Increase individual instructor general knowledge, skills, researches, and teaching competency; introduce new instructor models or methodologies.
- Support instructor to study, train, attend academic and professional seminar, international academic conference, and further higher education.

### **7.4 Measurement and evaluation of student achievement**

Student achievement is measured and evaluated by

- Individual improvement (Pre-test and Post-test)
- Exam results

### **7.5 Course Review and Improvement Plan for Course Effectiveness**

- To assess each and every subject in school curriculum correspondingly to course objectives together with course syllabus and TQF3.
- To follow up and examine academic result of both overall student and individuals, especially, the student with GPA less than standard specified by university criteria.