

## **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**

#### **1. Course Code and Course Title**

3572507 French in Daily Communication

#### **2. Number of Credits**

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

#### **3. Program and Type of Course**

B.A. (Hospitality Management, International Program) / Major Requirement Course

#### **4. Course Coordinator and Instructor**

Ms.Noppamas Sukthavarakorn

#### **5. Session / Year**

Semester 1/2013/ Second – Year Students

#### **6. Prerequisite(s)**

-

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

-

#### **8. Venue**

Main campus, Suan Dusit Rajabhat University

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

Monday, March 18, 2013

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

#### **Course Objectives**

After successful completion of this course, students will be able to

1. understand the french vocabulary and expression in daily communication
2. listen, speak, read and writ french communicating in daily life
3. understand french sentences and french culture

### **Category 3: Course Description and Implementation**

#### **1. Course Description**

Practice listening, speaking, reading and writing skills French communicating in everyday life with advance vocabulary, idiom and structure and study French culture.

## 2. Number of Hours per Semester

Lecture	Tutorial	Practice/Field Experience/Internship	Self-directed Learning
45	-	-	90

### 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 at the first section.

## Category 4: Development of Student Learning Outcomes

### 1. Morality and Ethics

#### 1.1 Learning Outcome of Morality and Ethics

- To realize on good values, moral conscience and ethics, to be able to deal with the conflicts that related to profession etiquette.
- To be disciplined, to be on time, and to be self and social responsible with good attitude and behavior.
- To have the academic and professional code of ethics

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

Instructors should try to show students what they need to take into account in deciding what is right or wrong for them to do. Students should be introduced to moral terminologies that should be clear and unambiguous, so they can think and speak clearly and appropriately on moral issues and problems. They can identify what is good or bad on the one hand and what is right and wrong on the other. They can determine what justifies a right act and excuses a wrong one, and might justifiably absolve one from blame when an act is both wrong and inexcusable.

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

- Evaluate from attending the classes and submitting reports on time and participating class activities.
- Evaluate from students' disciplines.
- Evaluate from quantities of cheating on examination.
- Evaluate from responsibilities on assigned tasks.

### 2. Knowledge

#### 2.1 Learning Outcome of Knowledge

- To understand the french vocabulary and expression in daily life.
- To listen, speak, read and write basic french communicating.
- To understand basic french sentences and french culture

#### 2.2 Teaching Strategies for Learning Development of Knowledge

Instructors should teach in many forms by emphasizing on principle of theory and applying real context practice by concerning about changes however teaching should depend on course characteristics and course description. Besides Instructors should arrange learning from real situation by educational training or invitation an expert, a student should practice in work places.

### 2.3 Evaluation Strategies for Learning Outcome of Knowledge

The evaluation will be considered from scores of;

- (1) Testing
- (2) Midterm and Final Examination
- (3) Students' reports
- (4) Presentation
- (5) Cooperative subjects

### 3. Intellectual Knowledge Innovation

#### 3.1 Learning Outcome of intellectual knowledge innovation

- (1) To be able to evaluate and analyze data, and able to think critically and systematically in order to find cause, effect, and resolution of the problems in depth.
- (2) To be able to apply methodologies, synthesis, evaluation both practically and theoretically in actual operations
- (3) To be able to suitably apply knowledge and skills with language problem solving skill. A problem solving test is evaluated by standardized test. A student should explain the concept of problem solving, apply the knowledge for each problem, and able to adapt innovation technology to the profession and related fields.

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

Teaching strategies that are employed for cognitive skills development are;

- (1) Group discussion
- (2) Practices
- (3) Presentation

#### 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. Interpersonal Communication Skills

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

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

The other qualifications will be assessed by observing class participation.

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

- (1) Demonstrate the ability to work with others.
- (2) Demonstrate the responsibility on delegated work.
- (3) Be able to suitably adapt to situation and organizational culture of work places.
- (4) Demonstrate the human relationship.
- (5) Demonstrate the leadership.

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

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

## 5. Numerical Analysis and Information Technology Skills

5.1 Learning Outcome of Numerical Analysis, Communication, and Information Technology Skills

(1) To be able to apply Thai and Foreign languages effectively when communicate both academically and professionally.

(2) To be able to communicate effectively with foreigners from different culture in different situation.

(3) To be able to use information technology suitably in different operations.

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

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

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

### Category 5: Teaching and Evaluation Plans

#### 1. Course Outline

Week	Topics	Hours	Class content and class activities	Instructor
1	Description du cours	3	1.Lecture with Power point and handout 2. Class participation 3. Q&A 4. Summary	Ms. Noppamas Sukthavarakorn
2 13 Nov	La conversation téléphonique	3	1.Lecture with Power point and handout 2. Class participation 3. Q&A 4. Summary	Ms. Noppamas Sukthavarakorn
3 20 Nov 27 Nov	Le futur proche	3	1.Lecture with Power point and handout 2. Demonstration 3. Class participation 3. Q&A 4. Summary	Ms. Noppamas Sukthavarakorn
4	Le passé récent	3	1.Lecture with Power point and handout 2. Demonstration 3. Class participation 3. Q&A 4. Summary	Ms. Noppamas Sukthavarakorn

<b>Week</b>	<b>Topics</b>	<b>Hours</b>	<b>Class content and class activities</b>	<b>Instructor</b>
5	Le passé composé	3	1.Lecture with Power point and handout 2. Class participation by the student 3. Q&A 4. Summary	Ms. Noppamas Sukthavarakorn
6	Ecrire une carte postale	3	1.Lecture with Power point and handout 2. Class participation by the student 3. Q&A 4. Summary	Ms. Noppamas Sukthavarakorn
7	La comparaison	3	1.Lecture with Power point and handout 2. Class participation by the student 3. Q&A 4. Summary	Ms. Noppamas Sukthavarakorn
8	L'impératif	3	1.Lecture with Power point and handout 2. Class participation by the student 3. Q&A 4. Summary	Ms. Noppamas Sukthavarakorn
9	<b>Midterm Examination (1.5 Hrs)</b>			
10	Le futur simple	3	1.Lecture with Power point and handout 2. Class participation 3. Q&A 4. Summary	Ms. Noppamas Sukthavarakorn
11	Le corps humain et la santé	3	1.Lecture with Power point and handout 2. Class participation 3. Q&A 4. Summary	Ms. Noppamas Sukthavarakorn
12	Le corps humain et la santé (suite)	3	1.Lecture with Power point and handout 2. Class participation 3. Q&A 4. Summary	Ms. Noppamas Sukthavarakorn

Week	Topics	Hours	Class content and class activities	Instructor
13	Décrire une personne	3	1.Lecture with Power point and handout 2. Class participation 3. Q&A 4. Summary	Ms. Noppamas Sukthavarakorn
14	Décrire une personne (suite)	3	1.Lecture with Power point and handout 2. Class participation 3. Q&A 4. Summary	Ms. Noppamas Sukthavarakorn
15	Un exposé oral	3	1.Lecture with Power point and handout 2. Class participation 3. Q&A 4. Summary	Ms. Noppamas Sukthavarakorn
16	<b>Final Exam (1.5 Hrs.)</b>			

## 2. Evaluation Plan

### Teaching Method(s)

- Lectures
- Paper presentation
- Discussion
- Assignments

### Teaching Materials

- LCD overhead projector
- PowerPoint
- Handouts
- Text books

### Ratio of mark

- Attendance and Participation 10 %
- Midterm Examination 30 %
- Activity , quiz, and assignment 20%
- Final Examination 30 %

**Total** 100 %

### Course evaluation

- Students' achievement as indicated above

## Category 6: Teaching and Learning Resources

### 1. Main Texts and Teaching Materials

Reference(s)

French in Daily Communication handout by Noppamas Sukthavarakorn

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

- Panorama 1 de la langue française : méthode de français, Girardet Jacky
- Declic méthode de français 1 , Jacques Blanc, Jean Michel Cartier et Pierre Lederlin

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

- <http://www.ccip.fr>
- <http://www.pointfle.fr>

## Category 7: Course Evaluation and Improvement

### 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

### 2. Strategies for Teaching Evaluation

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

### 3. Teaching Improvement

- Increase individual instructor general knowledge, skills, researches, and teaching competency; introduce new instructor models or methodologies.

### 4. Measurement and evaluation of student achievement

Student achievement is measured and evaluated by

- The ability in being proficient in listening, speaking, reading and writing skills for basic French communicating and French culture

### 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.