



Course Specification

Course Title Thai for Being Scholars

Course Code 1500119

Semester 2 Academic Year 2020

Bachelor of Arts Programme in Hospitality Management

(International Programme)

School of Tourism and Hospitality Management

Suan Dusit University

Course Specification

Name of institution Suan Dusit University
 Campus/faculty/department School of Tourism and Hospitality Management

Section1 General Information

1. Course code and course title

1500119 Thai for Being Scholars

2. Number of credits

6(6-0-12)

3. Curriculum and type of subject

General Education

4. Responsible faculty members

4.1 course coordinator Dr.Rungnapa Lertpatcharapong

4.2 Instructors Dr.Rungnapa Lertpatcharapong Section O1

5. Semester / year of study

Semester 2 academic year 2020 / Student Year 1

6. Pre-requisite (if any)

None

7. Co-requisites (if any)

None

8. Venue of study

Suan Dusit University

9. Date of latest revision

November, 16, 2019

Section 2 Aims and Objectives

1. Aims of the Course

1.1 Cognitive Theory (Knowledge from learning)

- To encourage the students to be knowledgeable in Thai language and be expertise in all Thai skills (Listening, Speaking, pronouncing, reading and writing) with comments wisely towards the aesthetics of the language.

1.2 Skills (Abilities and skills acquired from learning)

1.2.1 Students can captivate the main idea while communicate in Thai, gathering the questions, analyze, interpret, and evaluation.

1.2.2 Students can perform a proper character while communicating in the society.

1.2.3 Students can use Thai language as an important medium language for general communication and assembly career

1.2.4 Students can use Thai language in Information Technology area for online learning and co-operate working

1.3 Moral (Attitudes, Moral and Ethical derived from learning)

- Be proud to use Thai language correctly, wisely, beauty and aesthetic with Thai manner tradition style and be Suan Dusit unique

2. Objectives of Course Development/Modification

An education and learning management for today's, it is necessary to be consistent with the changing of the society and the economics' world as well as the social's life which have changing everyday either. Since Thai language has become an important communication tool among people for communicating while working, it is important to develop the learners to be an expertise in Thai language. They must know how to communicate in Thai wisely and reflect to the listeners the beauty of Thai meaning together with perform a proper manner and character while communicating effectively.

Section 3: Course Description and Implementation

1. Course Description

Use of language with accuracy, elegance, and aesthetics, in terms of listening, speaking, pronunciation, reading and writing, use of Thai for communication, by getting main ideas from what is read and listened to, making inquiries, analyses, interpretations and evaluations, to indicate one's personality and scholarship for the use of Thai as a tool for professional work and communication in each society

2. Number of Hours per Semester

Lecture (Hour)	Additional class (Hour)	Laboratory/field trip/internship (Hour)	Self-study (Hour)
90 hours	None	None	180 hours

3. Number of hours that the lecturer provides individual counseling and guidance

The lecturer assigns a date for the counseling session in group or individual from students' needs at least 12 hours per week.

Section 4 Development of Students' Learning Outcomes

1. Morality and Ethics

1.1 Expected outcome on morality and ethics

- 1.1.1 Have Thai values in term of morality, ethics, patriot, honesty, discipline, good ideology, gratefulness, respect and preserve Thai culture
- 1.1.2 Be economize and follow the sufficient economy concept
- 1.1.3 Have service mind such as dedication, public concern, cooperation in class activity and public activity
- 1.1.4 Proud to be Thai
- 1.1.5 Refuse to the corruption in any forms
- 1.1.6 Have Suan Dusit spirit such as the love and faith in organization love, dedication, proper leadership with Suan Dusit spirit in any situation

1.2 Teaching methods

1.2.1 Organizing the student activities to promote Thai tradition and to encourage students develop their moral and ethics among friends.

1.2.2 Assign students to conduct seminars reflecting Thai values and be Suan Dusit's unique in classroom.

1.2.3 Instructor needs to express the prototype of Teacher behavior based on moral and ethics.

1.3 Evaluation methods

1.3.1 Assessment student's attendance and assignment submission on time

1.3.2 Assessment student's group work participation and the behavioral expression when the interaction.

1.3.3 Assessment student's responsibilities, the feeling of love to be Thai, and proud to be Suan Dusit students.

1.3.4 Assessment student's attitude towards Thai values after class very semester.

2. Knowledge development

2.1 Expected outcome on Knowledge and skills development

- 2.1.1 Be an Extensive knowledge to enrich humanity
- 2.1.2 Worldwide vision
- 2.1.3 Be knowledgeable, understanding and self-interest in society, arts, culture and nature.
- 2.1.4 Be knowledgeable in basic sciences related to social sciences, humanities, languages and science with mathematics.
- 2.1.5 Be able to apply knowledge about science and technology to everyday life.

2.2 Teaching methods

2.2.1 The learning approach will be used to encourage students learning by focusing on the variety of students' activities in accordance with the topic related.

2.2.2 Students will learning from the sample situation, seminars as well as sharing the experiences from the professional expertise.

2.2.3 Provide learning activities that encourage students to study. They can learn and search more knowledge by themselves..

2.3 Evaluation methods

2.3.1 FAQ to check how much student can gain and manage the knowledge.

2.3.2 Review after the chapter

2.3.3 Final examination

2.3.4 Evaluation of students' work assignments such as activity reports, articles, seminars.

3. Intellectual Knowledge Innovation

3.1 Expected outcome on Intellectual Knowledge Innovation

- 3.1.1 Students will have skills in lifelong learning and continuously improvement.
- 3.1.2 Have holistic and logical thinking skill
- 3.1.3 Students will have an analyzing skills and problem solving skills
- 3.1.4 Have innovation based creative thinking skill
- 3.1.5 Students will have all necessary skills which needed to have in 21st century
- 3.1.6 Be able to maintain their perfect health

3.2 Teaching methods

3.2.1 Set up student's activities which students needed to use an applied intellectual skills such as planning, decision making, or problem solving to integrate the ideas of analysis, synthesis and summary of concepts, and do the article report.

3.2.2 Encourage students' learning by focusing on thinking and analyzing in systematic such as logical thinking and group discussion

3.2.3 Set up student's activities both indoor and outdoor and assign to search for more information from the various source of learning

3.3 Evaluation methods

3.3.1 Actual assessment from real situation during student's activities that promote intellectual skills.

3.3.2 Evaluation from student's works in various forms including reports, articles, seminars.

3.3.3 FAQ during learning

3.3.4 Final Examination

4. Interpersonal Skills and Responsibility

4.1 Expected outcome on Interpersonal Skills and Responsibility

4.1.1 Knowing their rights, roles, and duties along with understanding, valuing and respecting other's rights, roles and duties.

4.1.2 Be the quality citizens who are responsible to Thai and international society

4.1.3 Students will have skills in coordinating teamwork and learn how to be a good Leader and followers. Students will have a good relationship and skills for solving the problem in the society such as problem acknowledging and understanding the sort of problem as well as problem solving in a peaceful way.

4.1.4 Students must understand the multicultural society with creative interpersonal skills. They should realize and understand their own culture and society the differences and flexible to live properly as well.

4.2 Teaching methods

4.2.1 Teaching and learning activities are used by focusing on group activities by offer the case study for problem solving and role play.

4.2.2 Assign the teamwork group and observe the sacrifice and working cooperation in team.

4.2.3 Encourage student's activities in seminar group by focusing on the spirit and helping in multicultural society.

4.3 Evaluation methods

4.3.1 Group Evaluation on teamwork and team participation

4.3.2 Behavior observation on Sacrificing and volunteering during group activities.

5. Numerical Analysis and Information Technology Skills

5.1 Expected outcome on Numerical Analysis and Information Technology Skills

5.1.1 Students gain knowledge and able to communicate in IT area effectively

5.1.2 Students can communicate in Thai and English effectively

5.1.3 Have skill of calculation, numerical and logical analysis

5.1.4 Students have computer skills and able to communicate and use media technology for their work in Thai subject (TQF.3) to develop and to be the knowledge expert

5.2 Teaching methods

5.2.1 Organizing learning activities by creating the sample situation to stimulate student's role play. Students need to use their Thai language skills of speaking, listening, reading and writing effectively in accordance with the requirements of the Office of the Higher Education Commission.

5.2.2 Focusing on the use of technology in a variety of learning activities, such as creating communication channels between teachers and learners through online media and know how to use of social media instruments as well.

5.3 Evaluation methods

5.3.1 Review the lesson by using the question-answer methods related to knowledge of learning management.

5.3.2 Evaluate the seminars or work pieces which assigned to use knowledge and skills in numerical analysis, communication and the use of technology to create job tasks.

Section 5 Teaching and Evaluation Plans

1. Teaching plan

Week	Topic	Hour	Teaching & Learning Activities, Instructional Media (if any)	Instructor
1	1. Course Orientation 2. Listening and speaking In daily life	6	1. Distribute TQF.3 form and start course orientation by describe course content, objectives, teaching and learning management, assignments, activities, course measurement	Dr.Rungnapa Lertpatcharapong

Week	Topic	Hour	Teaching & Learning Activities, Instructional Media (if any)	Instructor
			<p>and evaluation and class condition agreements.</p> <p>2. Create a group on Facebook and/or on LINE application to communicate between instructors and students by sending a link or QR code scanning.</p> <p>3. Open a short news report for 5-10 minutes and allow students to share their ideas and comments</p> <p>4. Pair students for 2 peoples and let them exchange their idea towards news together.</p> <p>5. Each of pair can show their ideas or comments at front of classroom</p> <p>6. Divide Group for each 4-6 students/group equally. (Student group which have less or more members than other group will not be allowed to get special mark)</p> <p>7. Each group needs to find interesting news and divide group members into 2 groups with different opinions and start debating their idea each other. The main host will act as the moderator for the two parties and comments.</p> <p>8. Give 10-15 minutes for information searching preparation and randomly call each group to present</p>	

Week	Topic	Hour	Teaching & Learning Activities, Instructional Media (if any)	Instructor
			9. After presentation has finished, ask other group whether the words of one party are more reliable and why.	
2	Listening and speaking for careers	6	<ol style="list-style-type: none"> 1. Divide Group for each 4-6 students/group equally. 2. The instructor will act as a son of the product owner and assign each group to be a production house to design and present product for ad. Each group must design advertising to sell product which meet to the customers' needs. 3. Give 60 minutes for group task preparation and call each group to present 	Dr.Rungnapa Lertpatcharapong
3	Listening the speech for aesthetics.	6	<ol style="list-style-type: none"> 1. Divide Group for each 4-6 students/group equally 2. Open music to student 1 round completely 3. Each group required to interpret and design the communication method, verbal and nonverbal language, allows recipients to understand the concepts of their groups and use a cell phone to record a music video. 4. Give 60 minutes for group task preparation and randomly call each group to present 	Dr.Rungnapa Lertpatcharapong
4	Listening and writing for daily	6	1. Open news report for 10-15 minutes to students	Dr.Rungnapa Lertpatcharapong

Week	Topic	Hour	Teaching & Learning Activities, Instructional Media (if any)	Instructor
			2. Assign students to do a creative review writing toward news at least 2 A4 pages Guest speaker Topic “Communication Skills”	
5	Listening and writing for careers	6	1. Open one movie to students 2. Assign students write a review writing toward movie at least 2 A4 pages	Dr.Rungnapa Lertpatcharapong
6	Listening and writing for aesthetics	6	1. Divide Group for each 4-6 students/group equally 2. Read interesting poems to students. 3. Distribute the reading poem to each student. Assigned them to compose a song by using most popular melodies to compose such as happy birthday or jingle bell, etc. 4. Give 60 minutes for group task preparation and randomly call each group to present	Dr.Rungnapa Lertpatcharapong
7	Reading and speaking for daily	6	1. Divide Group for each 4-6 students/group equally 2. Assigned each group to read an interesting post from Drama-addict page or Mam Pho Dum Page for 2 posts. 3. Divide members inside of the group as a news reporter and talking about the selected news at 2-3 news per person (post news should not be repeated)	Dr.Rungnapa Lertpatcharapong

Week	Topic	Hour	Teaching & Learning Activities, Instructional Media (if any)	Instructor
			4. Give 60 minutes for group task preparation and randomly call each group to present	
8	Reading and speaking for careers	6	<ol style="list-style-type: none"> 1. Divide Group for each 4-6 students/group equally 2. Each of group members reading briefly the content in the Thai course learning documents for 1chapter 3. Exchange and share ideas after read among group members and assigned one member to record the video clip for 2-3 minutes based on topic “How to be an expert from learning Thai language” 4. Give 60 minutes for group task preparation and randomly call each group to present 	Dr.Rungnapa Lertpatcharapong
9	Reading and speaking for aesthetics	6	<ol style="list-style-type: none"> 1. Distribute scripts to students 2. Ask for student volunteers to be a leader of role play acting to lead all students follow acting. The leader must perform with real acting and feeling as like real character from the script. 3. Assigned an extra roles with is not from the scripts 4. Ask students who are audience express their feelings after watching the role play 	Dr.Rungnapa Lertpatcharapong
10	Reading and speaking for daily	6	<ol style="list-style-type: none"> 1. Divide Group for each 4-6 students/group equally 2. Distribute the university document to students 	Dr.Rungnapa Lertpatcharapong

Week	Topic	Hour	Teaching & Learning Activities, Instructional Media (if any)	Instructor
			<p>3. Each of group members must read and discuss to understand the content each other</p> <p>4. Randomly call one representation of each group to do the test 10 choices (4-5 multiple choices each). Marks from the delegates made will be the scores of the groups.</p> <p>5. Distribute A4 paper and color pencil to each group to conclude the content media as picture slide.</p> <p>6. Give 60 minutes for group task preparation and randomly call each group to present</p>	
11	Reading and speaking for careers	6	<p>1. Assigned students to log in the website http://www.ebooks.in.th and select one ebook from their interested.</p> <p>2. Summary the content of the ebook completely.</p> <p>3. Give 60 minutes to complete the task and randomly call student to present</p>	Dr.Runnapa Lertpatcharapong
12	Reading and speaking for aesthetics	6	<p>1. Assigned student to read the article</p> <p>2. Distribute A4 paper to students to write their love feeling toward their mother with a beautiful handwriting, not over then 15 lines and write in a conclusion with 8 verses poem, not over then 2 chapters.</p> <p>3. Give 60 minutes to complete</p>	Dr.Runnapa Lertpatcharapong

Week	Topic	Hour	Teaching & Learning Activities, Instructional Media (if any)	Instructor
			the task and call student to present individually	
13	Personality Development for Interpersonal Communication	3	<ol style="list-style-type: none"> 1. Review the previous lesson from last week 2. Open a Video clip of TV talk show which has a main host with good personality and proper behavior 3. Ask for student volunteers for 2-3 students to share their comments towards each of Main host. 4. Summary of student feedback and link to the "Personality Development for Interpersonal Communication" lesson 5. Trained students to develop their personality in each aspect as follows: <ol style="list-style-type: none"> 1) Costume 2) Facial gesture and hair style 3 Standing post 4) Walking post 5) Sitting post 6) Speaking and gesture movement must be match while speaking including eye-contact facial gesture and hand movements 6. Pair students for 2 peoples, distribute them a short conversation script, and give time for practicing 10 minutes 7. Randomly select students who seem most ready to present, 	Dr.Rungnapa Lertpatcharapong

Week	Topic	Hour	Teaching & Learning Activities, Instructional Media (if any)	Instructor
	Personality development for communication at the meeting	3	<p>evaluation by personality in all types.</p> <p>8. Ask them to share their ideas or comments for improvement</p> <p>9. Gathering the activities result together</p> <p>1. Review the previous lesson from last week</p> <p>2. Open a Video clip of "TEDxBangkok" Episode Cartoon Time Machine to childhood dream (or Open a Video clip of single talk show who has good personality and talk about new idea/concept presentation</p> <p>3. Ask for student volunteers for 2-3 students to share their comments towards Main Host's personality.</p> <p>4. Summary of student feedback and link to the "Personality Development for Public Communication in Community" lesson</p> <p>5. Divide Group for each 4-6 students/group equally</p> <p>6. Open a Video clip of "TEDxBangkok" Episode The True Truth (or Open a Video clip of single talk show who has bad personality and unclear/improper presentation</p> <p>7. Ask student from each group share their ideas or comments for improvement towards Main Host</p>	

Week	Topic	Hour	Teaching & Learning Activities, Instructional Media (if any)	Instructor
			<p>8. Randomly select a representative from each group to share their comments at front of classroom</p> <p>9. Students from different group together share their comments with the instructor</p> <p>10. Assigned students to write the script from the interested topics and talk about it for 5-6 minutes</p> <p>11. Students submit their assignment, the instructor check and comments for the best improvement</p> <p>12. Assigned students to practice their speaking skills after approved their revised script, students present their script again next week.</p>	
14	Communication in the public community	3	<p>1. Review the previous lesson from last week</p> <p>2. Lecture to the lesson “Communication in the public community”</p> <p>3. Randomly select students who seem most ready to present at front of the classroom. After finished, randomly select next student to continue the presentation</p> <p>4. Gathering the activities result together</p> <p>5. Assigned students from each group select a sample video clip which best convince talking for 1</p>	Dr.Rungnapa Lertpatcharapong

Week	Topic	Hour	Teaching & Learning Activities, Instructional Media (if any)	Instructor
	Communication for persuasion	3	<p>clip/group</p> <ol style="list-style-type: none"> 1. Randomly select students who seem most ready to present at front of the classroom. After finished, randomly select next student to continue the presentation 2. Gathering the activities result together 3. Assigned students to conduct the academic seminar which has topic about “Language using for aesthetic” with the agenda and activities schedule as follows: 09.00-09.05 a.m. Welcome speech by MC and invite the organizer reports to the president 09.05-09.10 a.m. The organizer reports to the president and invite to open the ceremony 09.10-09.15 a.m. President opens the ceremony 09.15-09.45 a.m. 1st student as invited Keynote speaker talk about topic related 09.45-10.15 a.m. 2nd student as invited Keynote speaker talk about topic related 10.30-11.00 a.m.3rd student as invited Keynote speaker talk about topic related 11.00-12.00 p.m. Guests Seminar from group 1 starts their presentation 	

Week	Topic	Hour	Teaching & Learning Activities, Instructional Media (if any)	Instructor
			<p>12.00-13.00 p.m. Lunch Break</p> <p>13.00-14.00 p.m. Guests Seminar from group 2 starts their presentation</p> <p>14.00-15.00 p.m. Guests Seminar from group 3 starts their presentation</p> <p>15.00-16.00 p.m. Guests Seminar from group 4 starts their presentation</p> <p>16.00 p.m. Adjourning</p> <p>4. On duty assigned to each of student as invited guest speaker(s),seminar facilitator, seminar building conductor, PR, etc. All responsibilities must describe clearly and final submit at least 3 days before the seminar day.</p> <p>5. The seminar need promoted in public and all documents must well proper prepare, including the venue</p>	
15	Topic of Seminar Conduction “Literature in Thai Language: The Aesthetics and Beauty”	6	<ol style="list-style-type: none"> 1. Processing the seminar by the previous agenda from last week. The schedule and agenda can be changed with prior notice to the instructor. 2. Calling students from the attendance sheet to be on duty and responsible of the seminar, recording the problems and finding the solution way, pros and cons when on duties as well. 3. Overview the seminar activities 	Dr.Rungnapa Lertpatcharapong

Week	Topic	Hour	Teaching & Learning Activities, Instructional Media (if any)	Instructor
			<p>result together.</p> <p>4. Divide Group for each 4-6 students/group equally.</p> <p>5. Distribute A4 paper to each group and write Mind Map which connected to the overall lesson from their learnt.</p> <p>6. Randomly call one representation of each group to present their Mind Map at front of the classroom.</p> <p>7. Students from different group together share their comments with the instructor.</p> <p>8. Review the chapter from Week 1-13 again.</p> <p>9. Questions and Answers session</p>	

2.Evaluation plan

Activities	Expected outcomes	Methods	Week	Percentage
1	1.1.1	Check the student name	1-15	10%
2	1.1.1, 1.1.2, 1.1.4, 2.1.4, 3.1.1, 5.1.2	Individual work	1-15	15%
3	1.1.1, 1.1.6, 2.1.4, 3.1.1, 3.1.3, 4.1.3, 5.1.1, 5.1.2, 5.1.4	Group work	1, 2, 3, 6, 7, 8, 9, 10	25%
4	1.1.1, 1.1.2, 1.1.4, 2.1.4, 3.1.1, 3.1.3, 3.1.5, 4.1.3, 5.1.1, 5.1.2, 5.1.4	Project	15	20%
5	2.1.4, 3.1.1, 3.1.3, 5.1.2	Final Examination	16	30%

Section 6 Teaching Materials and Resources

1. Texts and main documents

Language and communication faculty. (2560). **Thai for Being Scholars**. Bangkok: Suan dusit university.

2. Documents and recommended information

Wiboolyasarin, W. (2016). Creative criticism writing for e-world: Design for blended classroom in 21st century. In S. Kadry (Ed.), *Trends of E-Systems: Concept, Development and Applications*. New Jersey: Apple Academic Press.

Section 7 Evaluation and Improvement of Course Management

1. Strategies for effective course evaluation by students

All students must be evaluated the effectiveness of the course, by evaluating on how does the instructor teach in the class, set up the classroom activities, student activity participation, a suggestion(s) or comment(s) from students to improve the course and course curriculum will be answered by the questionnaire

2. Evaluation strategies in teaching methods

The data will be collected from the evaluation of teaching of student learning achievement and the review of learning outcomes

3.Improvement of teaching methods

An instructor coordinator needs to brainstorming strategies for Teaching Methodology based on the effectiveness assessment of the course and report TQF. 5 very semester

4. Evaluation of students' learning outcome

The instructor coordinator and the course instructor held a meeting to check the student's achievement by randomly evaluating the test and the appropriateness of the scoring 60% of all courses in the course responsibility in both raw score and grade level of the course.

5. Review and improvement for better outcome

The instructor coordinator and the instructor build a system for reviewing the effectiveness of the course, based on the results of the evaluation of teaching by students. After reviewing the effectiveness of courses within the curriculum, it needed to report by the instructor to Board of Directors and got review the performance through the Executive Board. The instructor needs to responsible for reviewing the content, the achievement of the conference conduction results, and teaching strategies used for improvement planning in the next academic year.