

Course Specification

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

1. General Information

1.1 Course title and code

Course code: 1553630 Course title: English for Work
In Thai: ภาษาอังกฤษเพื่อการทำงาน

1.2 Number of Credits

3 (3-0-6) credits

1.3 Program and Course Type

- 1) Program : English Program
- 2) Course type : Compulsory Course

1.4 Name of faculty member responsible for the course

Thai Duong (Instructor)

1.5 Semester/year at which course is offered

Semester 1 Academic year 2564 / 4th year students

1.6 Pre-requisites Courses (if any)

None

1.7 Co-requisites Courses (if any)

None

1.8 Location (Campus, building and room number)

Suan Dusit University (Rooms to be determined)

1.9 Date of Course Modification

18 June 2021

2. Aims and Objectives

2.1 Course objectives

1) Morals and Ethics

Practice self-discipline and punctuality in and responsibility for all the assigned work.

Develop problem-solving skills bearing in mind the moral, legal, and ethical considerations of their actions; be open-minded and respectful of opinions, social views, and cultural beliefs others by listening, being able to work harmoniously with others.

2) Knowledge

Acquire the knowledge on various concepts, theories and principles of the English language relevant to the academic discipline and specialized field of study; devise effective problem-solving skills to be self-directed and prepared for lifelong learning; integrate language knowledge with other related sciences to enhance 21st-century skills

3) Cognitive Skills

Compile information and analyze problems and solve them critically, and with much creativity; integrate learned language and academic skills with different job occupations and in various societies and culture; and use innovative technological tools to improve communication and independent learning skills

4) Interpersonal Skills and Responsibilities

Have the initiative to help others, exhibit leadership and cooperative skills to be able to work well with others and collaboratively solve problems through the use of information and communication technology (ICT) tools

5) Analytical, Communicative and IT Skills

Demonstrate computer and basic mathematical skills; be able to distinguish appropriate technological tools to use in retrieving information and criticize different types of information obtained from various resources and its veracity and validity; develop lifelong learning skills by using ICT tools available

2.2 Purposes for course development and modification

To modify and improve the course through the addition of teaching methods that promote active learning. These methods will help ensure that the aims and objectives of the course will be achieved.

3. Course Management

3.1 Course description

การพูดและการเขียนเพื่อการสื่อสารในที่ทำงานทั่วไป ได้แก่ การสัมภาษณ์งาน การสนทนาทางโทรศัพท์ การบอกกำหนดการ และการนัดหมาย การต้อนรับแขก การบอกทิศทาง การบอกวิธีการหรือให้คำแนะนำ การประชุม และการอภิปรายในที่ประชุม แนวความคิด คำศัพท์ และสำนวนภาษาต่างๆที่เป็นประโยชน์และเกี่ยวข้องกับหัวข้อเหล่านี้

Oral and written communication for common work interactions: job interviews, telephone conversations, scheduled appointments, reception of visitors, directions, instructions, meetings and discussions; useful concepts, vocabularies and expressions related to the topics.

3.2 Teaching Hours per semester

Lecture	Practice	Self Study	Additional
45 hours		90 hours	

3.3 Consultation Hours

- 1) Group and/or individual consultations may be arranged twice a week.
- 2) Consultations may also be done through email and social media messaging for convenience.

Contact information:

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4. Student Learning Development

Teaching and Assessment

Learning Domain	Strategy	Assessment Method	Week of Evaluation	Percentage
<p><u>Morals and Ethics</u></p> <p>1. Be self-disciplined, punctual, and responsible for study and assigned work.</p> <p>2. Be able to acquire and apply the knowledge morally and ethically</p> <p>3. Accept other people’s opinions, have public mind, and collaborate with others.</p> <p>4. Be open-minded and have a holistic understanding of the society and the world.</p> <p>5. Solve problems with legal discretion, social norms, and Thai culture.</p>	<p>Promote cooperative learning that can help develop problem solving skills by prioritizing activities that are done by groups to let students learn to share equal responsibility in accomplishing tasks</p>	<p>Students will be observed for their work behavior by the lecturer and will also be evaluated by their peers</p>	<p>1 – 15</p>	<p>15%</p>
<p><u>Knowledge</u></p> <p>1. Have the general and systematic knowledge of the principles, theories, and subject matter of the English language.</p> <p>2. Do researches and improve the knowledge for life – long learning.</p> <p>3. Apply the knowledge of language for individual’s development and solve the problems.</p>	<p>Employ simulation and interactive demonstrations in presenting theories and principles of correspondence and the practical application of these concepts</p>	<p>Written formative and summative assessments (writing exercises, short tests, midterms and final exam) will be given to the students</p>	<p>1 – 15</p>	<p>40%</p>

Learning Domain	Strategy	Assessment Method	Week of Evaluation	Percentage
<p>4. Integrate the knowledge of language with other related field of study for reinforce 21st century skills.</p>				
<p><u>Cognitive Skills</u></p> <p>1. Assess information, analyze cause of problem, and solve problem with suitable solution and creative.</p> <p>2. Integrate the English language skills and understand academic and professional concepts of the English language for future career.</p> <p>3. Apply innovation for communication skill improvement and life-long learning including exchange knowledge with other people.</p> <p>4. Be able to apply the concepts and innovate to aid in continuously developing academic and professional skills.</p>	<p>Organize activities that use the problem-based learning method to allow students to think logically and learn in a more constructive approach</p>	<p>Students will be observed for their work behavior by the lecturer as well as their peers and will also be assessed through written tests and exercises</p>	<p>1 – 15</p>	<p>20%</p>
<p><u>Interpersonal Skills and Responsibility</u></p> <p>1. Have the initiative to help others to solve problems and collaborate with other people creatively.</p> <p>2. Be initiative and creative in analyzing and solving problems with the knowledge of language including technology in present day.</p> <p>3. Show responsibility in learning to achieve personal development and help other people.</p> <p>4. Show leadership skill and be a reasonable follower when collaborating with other people.</p>	<p>Organize activities that employ cooperative learning and problem-based learning to encourage students to work collaboratively</p>	<p>Behavioral observation and peer evaluation for group work or group assignments</p>	<p>1 – 15</p>	<p>20%</p>

Learning Domain	Strategy	Assessment Method	Week of Evaluation	Percentage
<p><u>Analytical, Communicative and IT Skills</u></p> <p>1. Be skillful in computer and basic mathematics.</p> <p>2. Select media and technology suitable with learning and searching information effectively.</p> <p>3. Be able to use technology in acquiring, gather and recommend accurate and correct information for self-development and life-long learning.</p> <p>4. Apply media and technology for communication accurately and appropriately.</p> <p>5. Be able to check and adjust media and technological application suitably and usefully for language communication and life-long learning.</p>	<p>Assign tasks that involve the use of technology in searching for information and encourage students to utilize a variety of technological resources in accomplishing and presenting tasks</p>	<p>Students will be evaluated through written assignments, group presentations and projects</p>	<p>1 – 15</p>	<p>5%</p>

5. Lesson Plan and Evaluation

5.1 Lesson Plan

Week No. (No. of hours)	Topics / Details	Teaching Strategies / Exercises	Assessment and Evaluation (Percentage)	Lecturer
1 (3 Hrs.)	Introduction to English for Work <ul style="list-style-type: none"> ● Explain course syllabus and requirements ● Overview of topics to be covered in course ● Pre-course assessment 	Power point presentation, ice-breaking activity, group discussion, written self-assessment assignment	Attendance and Participation – 15% Assignments – 20% Presentations-30%	Thai Duong
2 (3 Hrs.)	Career Exploration <ul style="list-style-type: none"> ● Goal Setting ● Self-analysis – strengths and interests 	Group brainstorming activity, Power point lecture, worksheet assignment, discussion		Thai Duong
3 (3 Hrs.)	Types of Work Skills <ul style="list-style-type: none"> ● Soft skills vs. technical skills ● Critical thinking ● Workforce trends 	Group brainstorming, video, Power point lecture, online reading comprehension, discussion	Attendance and Participation – 15% Assignments – 20% Presentations-30%	Thai Duong
4 (3 Hrs.)	Telephoning Skills <ul style="list-style-type: none"> ● Informal vs formal telephoning situations ● English phrases for business telephoning ● Taking and leaving messages 	Power point presentation, listening to sound clips, group activity and brainstorming, group role play scenarios, assignment recording a sound clip		Thai Duong
5 (3 Hrs.)	Receiving Visitors <ul style="list-style-type: none"> ● Greeting visitors at the workplace 	Viewing a video clip, worksheet for vocabulary and grammar, pair work for	Attendance and Participation – 15%	Thai Duong

	<ul style="list-style-type: none"> ● Talking about the organization ● Expressions for small talk and hospitality 	written and oral practice, assignment to video	Assignments – 20% Presentations-30%	
6 (3 Hrs.)	Financial Literacy <ul style="list-style-type: none"> ● Opening a bank account ● Reading bank statements ● Budgets and bills 	Power point presentation, group activity and discussion, speaking assignment, online activity, feedback		Thai Duong
7 (3 Hrs.)	The Business E-mail <ul style="list-style-type: none"> ● Comprehending email messages ● How to write and respond to e-mails ● Proof-reading your emails 	Power point lecture, handout for identifying errors, exercises for grammar and, discussion, written assignment for homework	Attendance and Participation – 15%	Thai Duong
8 (3 Hrs.)	Meetings <ul style="list-style-type: none"> ● Language of meetings ● How to write a meeting agenda ● Managing remote meetings 	Power point presentation, video clip, listening to sound clips, vocabulary practice, simulation of a meeting, feedback	Assignments – 20% Presentations-30%	Thai Duong
9 (3 Hrs.)	Negotiations <ul style="list-style-type: none"> ● Negotiation strategies ● Language for negotiations ● Negotiation simulation practice 	Power point instruction, videos, common expressions handout, small group practice, quiz	Attendance and Participation – 15%	Thai Duong
10 (3 Hrs.)	Presentation Skills <ul style="list-style-type: none"> ● Organizing your presentation ● Presentation delivery and visual aids ● Impromptu speaking practice 	Power point lecture, group brainstorming, assign individual topics for impromptu presentation, record on video	Assignments – 20% Presentations-30% Project – 15%	Thai Duong

11 (3 Hrs.)	Intercultural Communication <ul style="list-style-type: none"> ● Gestures and body language ● Low and high context cultures ● Verbal and non-verbal cultural differences 	Videos, Power point lecture, small group discussion, written assignment, group presentations		Thai Duong
12 (3 Hrs.)	Applying for Work – CV and Cover Letter <ul style="list-style-type: none"> ● Reading job descriptions and postings ● Writing the CV or application ● Writing the cover letter 	Power point presentation, group activity and discussion, written assignment, online research and activity, feedback	Attendance and Participation – 15%	Thai Duong
13 (3 Hrs.)	Applying for Work – Job Interview <ul style="list-style-type: none"> ● Purpose of an introduction ● Interviewing for the job ● Networking 	Power point and video lecture, Q and A with students, pairs practice dialogs, presentation to video, peer feed back	Assignments – 20%	Thai Duong
14 (3 Hrs.)	Social Media Marketing <ul style="list-style-type: none"> ● Making a video CV / introduction video ● Social media apps for personal development ● Using social media for marketing and networking 	Power point and videos, class discussion with students, small group discussion, , peer presentations and feed back	Presentations-30%	
15 (3 Hrs.)	In-Class Project Presentations Students deliver a presentation about their project	Student individual presentations for evaluation, comments, and feedback	Project – 15%	Thai Duong
16 (3 Hrs.)	Final Exam Interviews <ul style="list-style-type: none"> ● Written examination ● Individual oral examination 	One-on-one interview, written examination	Attendance and Participation – 15%	Thai Duong
			Assignments – 20%	
			Final Exam – 20%	

5.2 Assessment and Evaluation

1) Grading Breakdown:

Attendance and participation	15%
Written assignments	20%
Presentations	30%
Social media project	15%
Final exam	20%

2) Grade Evaluation: Norm-Referenced Criterion-Referenced

Grading Criteria

Score	Grade
85-100	A
79-84	B ⁺
73-78	B
67-72	C ⁺
61-66	C
55-60	D ⁺
50-54	D
0-49	F

6. Learning Resources

6.1 Required Texts

Duong, Thai. (2021) English for Work. Suan Dusit Graphic Site.

6.2 Essential References

<http://www.youtube.com>

<http://www.google.com>

6.3 Recommended Books and Reference Material

Authentic online learning materials

7. Course Evaluation and Improvement

7.1 Student course evaluation strategies

- 1) Confidential teacher evaluation done by the students
- 2) Evaluation of each learning domain done by the students

7.2 Teaching evaluation strategies

- 1) Confidential Teacher Evaluation Form
- 2) Student self-evaluation form

7.3 Teaching Improvement Process

Course and teaching evaluation results will determine appropriate improvements for the course and the teaching strategies

7.4 Standard verification of student achievement

Verification of student learning outcome is done through behavioral observation, test scores, activities and presentations.

Learning Outcome	Evaluation Methods		
	Behavioral Observation	Tests / Exams	Activities / Presentations
Morals and ethics	✓	✓	✓
Knowledge	✓	✓	✓
Cognitive Skills	✓	✓	✓
Interpersonal skills and responsibility	✓	✓	✓
Analytical, Communicative and IT skills	✓	✓	✓

7.5 Action plan for verifying and improving course effectiveness

- 1) Verification is done following the standards in 7.4
- 2) Course effectiveness will be bases on student performance and evaluation.

Rubrics for Presentations

Content	Incomplete parts and incomplete details 1point	Barely complete with few important parts missing 2points	Nearly complete, with some details missing 3points	Complete and clear; presented what was required 5points
Organization	Main points are not clear and need a lot of explanation Click to edit level 1point	Main points need clarity and extra explanation level 2points	Main points are somewhat clear; some points not organized 3points	Main points are clear and well-organized 5points
Language Use	Use of language is inappropriate Often mumbles or cannot be understood with more than three mispronounced words 1point	Use of language causes potential confusion, and/or vocalized pauses (um uh er etc.) are distracting Speaks clearly and distinctly most of the time with no more than two mispronounced words 2points	Use of language does not have negative impact, and vocalized pauses (um uh er etc.) not distracting Speaks clearly and distinctly nearly all the time with no more than one mispronounced word 3points	Use of language contributes to effectiveness of the speech, and vocalized pauses (um uh er etc.) not distracting Speaks clearly and distinctly all the time with no mispronounced words 5points
Presentation	The presentation is not complete with multimedia objects and information 1point	The presentation is barely complete with multimedia objects and information 2points	The presentation is somewhat complete with multimedia objects and information 3points	The presentation is complete with multimedia objects and information 5points

Rubrics for Written Work

Criteria	4	3	2	1
Focus & Details	There is one clear, well-focused topic. The main ideas are clear and are well supported by detailed and accurate information.	There is one clear, well-focused topic. The main ideas are clear but are not well supported by detailed information.	There is one topic. The main ideas are somewhat clear.	The topic and main ideas are not clear.
Organization	The introduction is inviting, states the main topic, and provides an overview of the paper. Information is relevant and presented in a logical order. The conclusion is strong.	The introduction states the main topic and provides an overview of the paper. A conclusion is included.	The introduction states the main topic. A conclusion is included.	There is no clear introduction, structure, or conclusion.
Knowledge of the content	Extensive knowledge and/or experience with the topic is/are evident.	Knowledge and/or experience with the topic is/are evident.	Knowledge and/or experience with the topic is/are limited.	Knowledge and/or experience with the topic is not evident.
Word Choice	Uses vivid words and phrases. The choice and placement of words seems accurate, natural, and not forced.	Uses vivid words and phrases. The choice and placement of words is inaccurate at times and/or seems overdone	Uses words that communicate clearly, but the writing lacks variety.	Uses a limited vocabulary. Jargon or clichés may be present and detract from the meaning.
Writing Conventions	All sentences are well constructed and have varied structure and length. Makes no errors in grammar, mechanics, and/or spelling.	Most sentences are well constructed and have varied structure and length. Makes a few errors in grammar, mechanics, and/or spelling, but they do not interfere with understanding.	Most sentences are well constructed, but they have a similar structure and/or length. The author makes several errors in grammar, mechanics, and/or spelling that interferes with understanding.	Sentences sound awkward, are distractingly repetitive or are difficult to understand. The author makes numerous errors in grammar, mechanics, and/or spelling that interfere with understanding.