



TQF 3 Course description

Course code : 8002001

Course title : English for Communication Arts

This course is apart of Communication Arts Program

Revised the curriculum in 2012 academic year

Faculty of Communication Arts

Rambhai Barni Rajabhat University

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Course Specification

Name of University

Rambhai Barni Rajabhat University

Faculty/Department

Faculty of Communication Arts

Section 1 : General Information

1. Course code and title

8002001 English for Communication Arts

2. Credits

3 credits 3 (3-0-6)

3. Academic program, Type of course

Program in Communication Arts, A Required course

4. Responsible faculty and teachers

Faculty of Communication Arts

4.1 Assistant Professor Raajshivar Tantikulvara

4.2 Miss Sariyapa Kantawan

5. Course semester/academic year and student Level

First semester/ 2016 and 3rd year student level

6. Pre-requisite (if any)

N/A

7. Co-requisite (if any)

N/A

8. Place of study

Faculty of Communication Arts, Rambhai Barni Rajabhat University

9. Last updated

Revised the Curriculum in 2012 academic year

Section 2 : Aims and Objectives

1. Course Aims

According to the course syllabus, the students will be learning and practicing about:

- i) Listening, speaking, reading and writing English for communication in various situation and communication arts field.
- ii) Using some suitable words and idioms in English for communication arts field.
- iii) Practicing the English communicative skills especially in jobs related to Communication Arts field.

2. Course Improvement Objectives

In this course aims to approve the communication arts learners to be communicate in English: listening, speaking, reading and writing skills. It's an opportunity for the learners to use English in communication arts field such as mass communication and integrated communication. In the future, this course should be learned by e-learning according to the supporting of x-learning technology. And the content of course will be changed to follow the current and evidence based.

Section 3 : Operation

1. Course Description

ศึกษาหลักการพื้นฐานในการพูด ฟัง อ่าน เขียน ภาษาอังกฤษที่สำคัญสำหรับงานนิเทศศาสตร์ สื่อสารมวลชน โดยเฉพาะการเขียนในหนังสือพิมพ์ นิตยสาร วารสารภาษาอังกฤษ ศัพท์เฉพาะ และสำนวนที่ใช้ การพูดสำหรับการติดต่อสื่อสารในงานสื่อสารมวลชน รวมทั้งการฝึกฟัง และการอ่านภาษาอังกฤษเพื่องานนิเทศศาสตร์ และการค้นคว้าจากเอกสารตำราต่างๆ

This course provides students with the opportunity to practice and develop English language skill in speaking, listening, reading and writing in the English language used in everyday life and in the work place, especially in jobs related to newspaper, magazine, journalism, acting, advertising, film, broadcasting, public relations and internet. An English vocabulary and idiom is used in mass communication. This course will focus on the development of English listening skills the use of spoken English in various situation and reading skills for retrieval.

2. Number of hours per semester

Lecture	Extra Teaching	Field Experience	Self-Study
It's 3 (3-0-6) credits			
45 hours per semester	If any	N/A	90 hours per semester

3. Number of hours per week of teacher-provided individual counselling and academic advice.

In each week, Monday to Friday from 09:00 to 16:30, if the students have any problems about the course, they can consult the teacher at the Faculty of Communication Arts, Building number 11, Rambhai Barni Rajabhat University or contact by phone and email.

Section 4 : Learning Outcome Developments

1. Morals and Ethics

1.1 Morals and Ethics to Be Developed

Responsibility	Learning outcome through the TQF
<input type="radio"/>	i) Know and understand the communication arts ethics.
<input type="radio"/>	ii) Practice on the communication arts ethics.
<input type="radio"/>	iii) Responsible for the discipline punctuality honesty and responsibility on public relations self-practitioner moral and social ethics.
<input type="radio"/>	iv) Respect on human rights and accept the public opinions in the communication arts' colleague involvement.
<input type="radio"/>	v) Abide by moral-based in the term of privacy and social public mind.
<input type="radio"/>	vi) Respect on the rule and regulation of organization and society.

1.2 Teaching Methods

- i) Explains about the public relations moral and ethics in the class i.e. request the students involve in university's moral and ethics activities as a partial fulfillment of learning activity.
- ii) Discipline punctuality is important according to the deadline and the honesty's activity and assignment.
- iii) Assigns to participated in public relations working.
- iv) Acts as a good moral model for the students.

1.3 Evaluation Methods

- i) Discipline and readiness class participation, and join the university's activities as a partial fulfillment of learning activity.
- ii) Punctuality in the class, the assignment presenting, the participation in giving, which following the class schedule.
- iii) Behavior on morals and ethics.

2. Knowledge

2.1 Knowledge to Gain

Responsibility	Learning outcome through TQF
●	i) Know and understand the English communication in the content of communication arts.
●	ii) Able to integrate the communication arts knowledge and the related interdisciplinary knowledge field.
○	iii) Able to use the knowledge and communication arts skills to apply in job resolution.
○	iv) Know and have skills on communication arts research.
	v) Have experience in communication practitioners.

2.2 Teaching Methods

- i) Set the learning by following the course description, which focused on the knowledge and work skill integration.
- ii) Set the learning by synchronizing the reality situation applied to the theory.
- iii) Set the special lecture by the keynote speakers who specialized in public relations.
- iv) Set the project for organization practicing.

2.3 Evaluation Methods

The teacher will evaluate the learning effectiveness and the practice of the students in each assignment as:

- i) Sub-testing of each unit
- ii) Midterm tests and final examination
- iii) Report papers/ working plans/ project assignments
- iv) Presentation
- v) Organization practice result's evaluation

3. Cognitive Skills

3.1 Cognitive Skills to be developed

Responsibility	Learning outcome through TQF
	i) Able to systematically analyze in the body of knowledge of communication arts and related fields, which based on the communication arts effectiveness.
○	ii) Use the creative wisdom of body of knowledge of communication, which benefits to self-development society and public.
	iii) Able to create and present on the problem's resolution by thinking of the frame of related theory and the reality experience field

3.2 Teaching Methods

- i) Set the learning activity and give the students' skills of thought and new technology.
- ii) Set the learning activity by focusing on the reality experience.
- iii) Set the learning procedure which practices the thought of individual and team skill i.e. project work assignments.

3.3 Evaluation Methods

As above assignments and observe the students' practice, thought, new technological skills, and the creatively systematically problem resolution.

4. Interpersonal Relationship Skills and Responsibility

4.1 Interpersonal Relationship Skills and Responsibility to Be Developed

Responsibility	Learning outcome through TQF
●	i) Able to effectively communicate in the interpersonal and group communication.
○	ii) Responsible for the individual and group report and assignments.
○	iii) Responsible for the learning development both continue on individual and job workplace.
○	iv) Able to adjust and teamwork with the colleague both the leader roles and group members in effectively.
○	v) Able to use the knowledge in communication science to suitably lead the social issue.
○	vi) Behave and opinion acts on suitably role duty and responsibility mind.

4.2 Teaching Methods

- i) Set the learning activities by focusing on the teamwork communication and interaction interpersonal communication.
- ii) Teach the topics of responsibility, human relations and the organization culture.

4.3 Evaluation Methods

- i) Observing the students' behavior and act during group working.
- ii) Group presentations.
- iii) Group participation.
- iv) Responsibility of the assignments.
- v) Classroom's atmosphere

5. Numerical analysis skills, communication skills and using IT

5.1 Numerical analysis skills, communication skills and using IT to be developed

Responsibility	Learning outcome through TQF
●	i) Able to effectively communicate both speaking and writing and select the suitable media for presentation.
◐	ii) Able to use the suitable information technology in communication arts job.
	iii) Select the basically statistic to analyze and make decision on the systematical planning in communication arts research.
	iv) Recommend the resolution's issue by using the information technology in communication arts field onto the related problem creatively.

5.2 Teaching Methods

- i) Set the learning by focusing on technique skills of statistic, mathematic and information technology.
- ii) Set the experience of students by using the information technology, mathematic and statistic presentation.

5.3 Evaluation Methods

Evaluate on the students' ability by using mathematic and statistic to describe and discuss the suitable report.

Section 5 : Lesson and Evaluation Plan

1. Lesson Plan

Week	Topics/Details	Hours	Learning and teaching activities, teaching media (if any)	Lecturer
1	Introduction students and checking students' self confidence	3	- Textbook and CD audio - Power Point Presentation slide - Lecture - Group discussion - Q&A	Raajshivar Sariyapa
2	<u>Unit I Let's get started</u> - Welcome your audience - Introducing yourself and the topic - Dealing with nervousness	3	- Textbook and CD audio - Power Point Presentation slide - Lecture - Group discussion - Q&A	Raajshivar Sariyapa
3	<u>Unit II Newspaper</u> - Writing the headline - Analyzing newspaper articles - Practicing interview skills	3	- Textbook and CD audio - Power Point Presentation slide - Lecture - Group discussion - Q&A	Raajshivar Sariyapa
4	<u>Unit II Newspaper</u> (Continue) - Planning and writing a newspaper articles		- Textbook - Group discussion - Q&A	Raajshivar Sariyapa
5	<u>Unit III Radio</u> - Understanding the language of radio presenters - Understanding the production process	3	- Textbook and CD audio - Power Point Presentation slide - Lecture - Group discussion - Q&A	Raajshivar Sariyapa

Week	Topics/Details	Hours	Learning and teaching activities, teaching media (if any)	Lecturer
6	<u>Unit III Radio</u> (continue) - Planning a news lists - Giving post product feedback	3	- Textbook and CD audio - Power Point Presentation slide - Lecture - Group discussion - Q&A	Raajshivar Saryyapa
7	<u>Unit IV Magazine</u> - Composing magazine cover - Planning the contents of a magazine - Giving instruction for a photo shoot - Planning and writing true-life story	3	- Textbook and CD audio - Power Point Presentation slide - Lecture - Group discussion - Q&A	Raajshivar Saryyapa
8	Mid semester examination	3	Test of examination 30%	Raajshivar Saryyapa
9	<u>Unit V Television</u> - Understanding the pre-production process - Organizing a film schedule	3	- Textbook and CD audio - Power Point Presentation slide - Lecture - Group discussion - Q&A	Raajshivar Saryyapa
10	<u>Unit V Television</u> - Filming on location - Editing a TV documentary	3	- Textbook and CD audio - Power Point Presentation slide - Lecture - Group discussion - Q&A	Raajshivar Saryyapa
11	<u>Unit VI Film</u> (continue) - Writing a screenplay - Pitching successfully	3	- Textbook and CD audio - Power Point Presentation slide - Lecture - Group discussion - Q&A	Raajshivar Saryyapa

Week	Topics/Details	Hours	Learning and teaching activities, teaching media (if any)	Lecturer
12	<u>Unit VII New Media</u> - Briefing a website designer - Analyzing problem and providing solution - Planning and writing blog - Creating a podcast	3	- Textbook and CD audio - Power Point Presentation slide - Lecture - Group discussion - Q&A	Raajshivar Sariyapa
13	<u>Unit VIII Advertising</u> - Selling your services to a potential client - Creating a print advert - Creating a screen advert - Presenting a finished advert	3	- Textbook and CD audio - Power Point Presentation slide - Lecture - Group discussion - Q&A	Raajshivar Sariyapa
14	<u>Unit IX Marketing</u> - Analyzing market trends and taking action - Setting up a marketing communication strategy - Organizing the relaunch of a produc	4	- Textbook - Power Point Presentation slide - Group discussion - Q&A	Raajshivar Sariyapa
15	<i>Projects or campaign presentations</i>	4	- Project-based - Students project report	Raajshivar Sariyapa

2. Learning Outcome Evaluation Plan

No.	Learning Outcomes	Evaluation Activity	Week	Weight
1	2.1 (i)	Examination	University's calendar	30%
2	1.1, 2.1, 4.1 (i)	Public speaking Team work assignments	1-15	20%
3	1.1, 5.1 (i)	Projects/campaigns Project proposals Presentations	1-15	50%

Evaluation criteria Standard Level Group Interval Level

Interval Criteria	Grade
Rate80 - 100	A
Rate75 - 79	B ⁺
Rate70-74	B
Rate65-69	C ⁺
Rate60 - 64	C
Rate55-59	D ⁺
Rate50-54	D
Rate49-0	F

Section 6 : Teaching/Learning Resources

1. Textbook

Raajshivar Tantikulvara. (2014). **English for Communication Arts**. (document). Chanthaburi: Faculty of Communication Arts.

2. Documents and important information

David Gordon Smith. (2007). **Express Series English for Telephoning**. China : Oxford University Press.

Nick Robinson. (2007). **Express Series English for Marketing**. China : Oxford University Press.

Nick Ceramella. (2010). **Cambridge English for the Marketing**. Italy : Cambridge University Press.

Nick Ceramella and Elizabeth Lee. (2008). **Cambridge English for the Media**. Italy : Cambridge University Press.

Rebecca Chapman. (2007). **Express Series English for Emails**. China : Oxford University Press.

Sylee Gore. (2007). **Express Series English for Marketing & Advertising**. China : Oxford University Press.

3. Suggested readings and other resources

- Baran, Stanley J. (1995). **Mass communication theory** : Foundations ferment and future. California : Wadsworth.
- Berlo, D.K. (1960). **The Process of Communication**. New York: Holt, Rinehart and Winston Inc.
- Best, J.W. and *et.al* (1998). **Research in Education**. Boston: Allyn& Bacon.
- Defleur, Melvin L. (1988). **Understanding mass communication**. Boston : Houghton Mifflin.
- GershonStevent, Mares Chris, & Walker Richard. (2003). **On the go**. Hong Kong: Longman.
- Jayutirat, Kalaya. (2007). **Marketing Communication(Thai version)**.Chantaburi: Faculty of Management Science, RBRU.
- Panyaratabandhu, Bhikul. (1999). **Reading for Mass communication**. Bangkok: KU press.
- Richards, C. Jack, Hull Jonathan and Proctor Susan. (1997). **Interchange (3 edition)**. New York: Cambridge University press.
- Rugsavalee, Penchawee and *et.al* . (1999). **Business English I**. Bangkok: Suansunandha Rajabhat University.
- Schramm, Wilbur. (1973). **Men,Messages, and Media: a look at human communication**. New York: Harper and Row.
- SnitwongnaAyudhya, Busaya. (1998). **Hearts English**. Bangkok: Amarin.
- Sriphirom, Charassri and *et.all*.(1999). **English for Communication and Information Retrieval**. Bangkok: SuansunandhaRajabhat University.
- Stringer, Ernest T. (1999). **Action research** (second edition). New York: Sage.
- Walters, Roger L. (1994). **Broadcast writing principles and practice**. Singapore: McGraw-Hill.
- Winkler, Anthony C. (1999). **Writing the research paper**A handbook with both the MLA and APA Documentation Styles. San Diego: Harcourt Brace.
- Whetmore, Edward Jay. (1987). **Mediamerica form, content, and consequence of mass communication**.California : Wadsworth.

Section 7 : Course Evaluation and Improvement

1. Course evaluation strategy by students

Student evaluation of teaching should be apart of an overall strategy for improving student learning. The rating score will evaluate the course by students' questionnaire, which developed by the university. The result of evaluation should be more than mean 3.51.

2. Teaching evaluation strategies

- i) Lecture
- ii) Group discussion
- iii) Project-based

3. Teaching improvement methods

Becoming an effective teacher involves seeking out multiple sites of input that enable to reflect and improve the teaching and learning that takes place in the classroom. This section is designed to provide some suggestions about sources for dialogue and methods of feedback.

- Dialogue through teaching log
- Solicit feedback from students
- Dialogue with faculties
- Dialogue with peers
- Seek outside consultation

4. Verification of student learning outcomes

Effective uses of student ratings:

- Focus on accurate, timely, and usable measures of learning outcomes
- Understood and accepted
- Serve to improve instruction as well as to evaluate faculty performance; understood and accepted by institutional stakeholders.

5. Course review and improvement plans

Faculty and administrators should develop a shared understanding of how student evaluation information is used and its purpose at the institution. This information can be used in various ways (e.g., provide information for improvement, provide information to evaluate the course, offer feedback to faculty, contribute to promotion and tenure decision-making) (Algozzine et al., 2004; Arreola, 2000; Marincovich, 1999; Theall & Franklin, 2001)