

## Course Specification

<b>Name of University</b>	Rambhai Barni Rajabhat University
<b>Faculty/Department</b>	Faculty of Communication Arts/Department of Communication Arts Bilingual

### Section 1 : General Information

<b>.1 Course code and Title</b>	Course code 8312101 Title English for Marketing Communication
<b>2. Credits</b>	3(2-2-5)
<b>3. Academic program, Type of course</b>	Academic program: Program in Communication Arts Type of course : A Major course
<b>4. Responsible instructor and Teachers</b>	4.1 Responsible instructor : Miss Aungsumarin Suchairatanachoke 4.2 Teacher : Miss Sariyapa Kantawan 4.3 Group : Group 1 : 10 students
<b>5. Course semester/academic year and student Level</b>	Second semester/2020 and 2 <sup>nd</sup> year student level
<b>6. Pre-requisite (if any)</b>	Course code 8002001 Title English for Communication Arts
<b>7. Co-requisite (if any)</b>	N/A
<b>8. Place of study</b>	Classroom number ๓133
<b>9. Last updated</b>	23 November 2020

## Section 2 : Aims and Objectives

### 1. Course Aims

1. Listening, speaking, reading and writing English for Marketing Communication in various situation.
2. Using some suitable words and idioms in English for Marketing Communication field.
3. Practicing the English communication skills especially in jobs related to Marketing Communication field.
4. Preparing the student for 21<sup>st</sup> century

### 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 marketing communication field. 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: English for Marketing Communication

This course provides students with the opportunity to practice listening skill by ability of finding main idea and details of conversations of news, documentaries, researches, lectures, speaking, comments, interviews, news reports, summarizing of listening and reading from English publications which are related marketing communication such as, news, advertising, articles, news from Internet for practicing about ability to find main idea and details, and writing the news summary and news reports.

### 2. Number of hours per semester

In1 semester has15 weeks and week 16 is final exam

Overall		Extra Teaching	Field Experience	Self-Study
Lecture	Practice			
30	30	If any	N/A	5 hours per week

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

3 hours per week, every Wednesday from 13.00 to 16.00 at teacher room, 2<sup>nd</sup> floor, Faculty of Communication Arts, Building number 11

**Section 4 : Learning Outcome Developments**

(●) **Primary** responsibilities (○) **Secondary** responsibilities

English for Marketing Communication has a standards-based learning qualifications framework 5 aspects as follows;

**.1Morals and Ethics****1.1 Morals and Ethics to Be Developed**

- (1) Know and understand the communication arts ethics. (○)
- (2) Practice on the communication arts ethics.
- (3) Responsible for the discipline punctuality honesty and responsibility on public relations self-practitioner moral and social ethics. (○)
- (4) Respect on human rights and accept the public opinions in the communication arts' colleague involvement.
- (5) Abide by moral-based in the term of privacy and social public mind. (○)
- (6) Respect on the rule and regulation of organization and society.

**1.2 Teaching Methods**

- (1) 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.
- (2) Discipline punctuality is important according to the deadline and the honesty's activity and assignment.
- (3) Assigns to participated in public relations working.
- (4) Acts as a good moral model for the students.

**1.3 Evaluation Methods**

(1) Discipline and readiness class participation, and join the university's activities as a partial fulfillment of learning activity.

(2) Punctuality in the class, the assignment presenting, the participation in giving, which following the class schedule.

(3) Behavior on morals and ethics.

## 2 Knowledge

### 2.1 Knowledge to Gain

(1) Know and understand the English communication in the content of communication arts. (●)

(2) Able to integrate the communication arts knowledge and the related interdisciplinary knowledge field. (○)

(3) Able to use the knowledge and communication arts skills to apply in job resolution. (○)

(4) Know and have skills on communication arts research.

(5) Have experience in communication practitioners. (○)

### 2.2 Teaching Methods

(1) Set the learning by following the course description, which focused on the knowledge and work skill integration.

(2) Set the learning by synchronizing the reality situation applied to the theory.

(3) Set the special lecture by the keynote speakers who specialized in public relations.

(4) 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:

(1) Sub-testing of each unit

(2) Midterm tests and final examination

(3) Report papers/ working plans/project assignments

(4) Presentation

(5) Organization practice result's evaluation

## 3 Cognitive Skills

### 3.1 Cognitive Skills to be developed

(1) Able to systematically analyze in the body of knowledge of communication arts and related fields, which based on the communication arts effectiveness. (O)

(2) Use the creative wisdom of body of knowledge of communication, which benefits to self-development society and public. (O)

(3) 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

(1) Set the learning activity and give the students' skills of thought and new technology.

(2) Set the learning activity by focusing on the reality experience.

(3) 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

(1) Able to effectively communicate in the interpersonal and group communication. (O)

(2) Responsible for the individual and group report and assignments. (O)

(3) Responsible for the learning development both continue on individual and job workplace. (O)

(4) Able to adjust and teamwork with the colleague both the leader roles and group members in effectively. (O)

(5) Able to use the knowledge in communication science to suitably lead the social issue.

(6) Behave and opinion acts on suitably role duty and responsibility mind. (O)

### 4.2 Teaching Methods

(1) Set the learning activities by focusing on the teamwork communication and interaction interpersonal communication.

(2) Teach the topics of responsibility, human relations and the organization culture.

#### **4.3 Evaluation Methods**

(1) Observing the students' behavior and act during group working.

(2) Group presentations.

(3) Group participation.

(4) Responsibility of the assignments.

(5) 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**

(1) Able to effectively communicate both speaking and writing and select the suitable media for presentation. (○)

(2) Able to use the suitable information technology in communication arts job. (○)

(3) Select the basically statistic to analyze and make decision on the systematical planning in communication arts research. (○)

(4) Recommend the resolution's issue by using the information technology in communication arts field onto the related problem creatively. (●)

#### **5.2 Teaching Methods**

(1) Set the learning by focusing on technique skills of statistic, mathematic and information technology.

(2) 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	4	- Power Point Presentation slide in introduction - Lecture - Group discussion - Q&A	Miss Sariyapa Kantawan
2	<u>Unit I Introduction to Marketing Communication</u> - Meaning of Marketing Communication	4	- Textbook and CD audio in Unit I Introduction to Marketing Communication - Power Point Presentation slide - Lecture - Group discussion - Q&A	Miss Sariyapa Kantawan
3	<u>Unit II Marketing Strategies and Tactics</u> - Outline a marketing plan - Setting marketing objectives	4	- Textbook and CD audio in Unit II Marketing Strategies and Tactics - Power Point Presentation slide - Lecture - Group discussion - Q&A	Miss Sariyapa Kantawan

Week	Topics/Details	Hours	Learning and teaching activities, teaching media (if any)	Lecturer
4	<u>Unit II Marketing Strategies and Tactics (continue)</u> - Writing a marketing strategy - Presenting a marketing plans	4	- Textbook and CD audio in Unit II Marketing Strategies and Tactics - Power Point Presentation slide - Lecture - Group discussion - Q&A	Miss Sariyapa Kantawan
5	<u>Unit III Marketing Tools</u> - Channels - Traditional media	4	- Textbook and CD audio in Unit III Marketing Tools - Group discussion - Q&A	Miss Sariyapa Kantawan
6	<u>Unit III Marketing Tools (continue)</u> - New media	4	- Textbook and CD audio in Unit III Marketing Tools - Power Point Presentation slide - Lecture - Group discussion - Q&A	Miss Sariyapa Kantawan
7	<u>Unit IV Understanding and Presenting Advertisement</u> - Traditional media	4	- Textbook and CD audio in Unit IV Understanding and Presenting Advertisement - Power Point Presentation slide - Lecture - Group discussion	Miss Sariyapa Kantawan



Week	Topics/Details	Hours	Learning and teaching activities, teaching media (if any)	Lecturer
			- Q&A	
8	<u>Unit IV Understanding and Presenting Advertisement (continue)</u> - New media	4	- Textbook and CD audio in Unit IV Understanding and Presenting Advertisement - Power Point Presentation slide - Lecture - Group discussion - Q&A	Miss Sariyapa Kantawan
	Midterm exam			
9	<u>Unit V Digital Marketing</u> - Illustrate the results - Making a point persuasively	4	- Textbook and CD audio in Unit V Digital Marketing - Power Point Presentation slide - Lecture - Group discussion - Q&A	Miss Sariyapa Kantawan
10	<u>Unit V Digital Marketing (continue)</u> - Digital Marketing objectives and tools - Writing a good tagline	4	- Textbook and CD audio in Unit V Digital Marketing - Power Point Presentation slide - Lecture - Group discussion - Q&A	Miss Sariyapa Kantawan

Week	Topics/Details	Hours	Learning and teaching activities, teaching media (if any)	Lecturer
11	<u>Unit VI Exhibitions and Events</u> - Booking a stand at an event - Dealing with a visitor to the stand	4	- Textbook and CD audio in Unit VI Exhibitions and Events - Power Point Presentation slide - Lecture - Group discussion - Q&A	Miss Sariyapa Kantawan
12	<u>Unit VI Exhibitions and Events (continue)</u> - Networking at a social event - Writing a follow-up email	4	- Textbook and CD audio in Unit VI Exhibitions and Events - Power Point Presentation slide - Lecture - Group discussion - Q&A	Miss Sariyapa Kantawan
13	<u>Unit VII Presentations</u> - Opening a presentation - Structuring a presentation - Signposting	4	- Textbook and CD audio in Unit VII Presentations - Power Point Presentation slide - Lecture - Group discussion - Q&A	Miss Sariyapa Kantawan
14	<u>Unit VII Presentations (continue)</u> - Talking about visuals - Summarizing the main points	4	- Textbook and CD audio in Unit VII Presentations - Power Point Presentation slide	Miss Sariyapa Kantawan

Week	Topics/Details	Hours	Learning and teaching activities, teaching media (if any)	Lecturer
	- Handling the question and answer session		- Lecture - Group discussion - Q&A	
15	<i>Projects or campaign presentations</i>	4	- Project-based - Students project report	Miss Sariyapa Kantawan
16	<b>Final exam</b>			
	Total	60		

## 2. Learning Outcome Evaluation Plan

Learning Outcomes	Evaluation Activity	Week	Weight
1.1 (1)	Midterm exam	8	20%
2.1 (1),(2)	Final exam	16	30%
1.1 (1),(2),(3),(4),(5),(6)	Public speaking	1-14	20%
2.1 (1),(2)	Team work assignments		
3.1 (2)	Projects/campaigns	15	30%
4.1 (1)	Project proposals		
5.1 (1)	Presentations		

Evaluation criteria

Standard Level

Group Interval Level

Interval Criteria

Grade

80 - 100

A

75 - 79

B<sup>+</sup>

70–74	B
65–69	C <sup>+</sup>
60 - 64	C
55–59	D <sup>+</sup>
50–54	D
00–49	F

## Section 6 : Teaching/Learning Resources

### 1. Core textbook

Sariyapa Kantawan. (2018). **English for Marketing Communication**. (document). Chanthaburi: Faculty of Communication Arts.

### 2. Documents and important information

Ceramella, N. and Lee, E. (2008). **Cambridge English for the Media**. Italy : Cambridge University Press.

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

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

Grussendorf, M. (2007). **Express Series: English for Presentations**. China : Oxford University Press.

Robinson, N. (2010). **Cambridge English for Marketing**. Cambridge : Cambridge University Press.

Smith, D.G. (2007). **Express Series: English for Telephoning**. China : Oxford University Press.

### .3Suggested readings and other resources

Baran, S. 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. *et.al.* (1998). **Research in Education**. Boston: Allyn& Bacon.

Defleur, M. L. (1988). **Understanding mass communication**. Boston : Houghton Mifflin.

GershonStevent, M. C. and Richard, W. (2003). **On the go**. Hong Kong: Longman.

Panyaratabandhu, B. (1999). **Reading for Mass communication**. Bangkok: KU press.

Richards, C. J., Jonathan, H. and Susan, P. (1997). **Interchange (3 edition)**. New York: Cambridge University press.

Schramm, W. (1973). **Men,Messages, and Media: a look at human communication**. New York: Harper and Row.

SnitwongnaAyudhya, B. (1998). **Hearts English**. Bangkok: Amarin.

Sriphirom, C. *et.al.* (1999). **English for Communication and Information Retrieval**. Bangkok: SuansunandhaRajabhat University.

Stringer, E. T. (1999). **Action research** (second edition). New York: Sage.

Walters, R. L. (1994). **Broadcast writing principles and practice**. Singapore: McGraw-Hill.

Winkler, A. C. (1999). **Writing the research paper**. A handbook with both the MLA and APA Documentation Styles. San Diego: Harcourt Brace.

Whetmore, E. J. (1987). **Mediamerica form, content, and consequence of mass communication**. California : Wadsworth.

## Section 7 : Course Evaluation and Improvement

### 1. Strategy of the effectiveness of the course by students

**1.1 Students evaluate the effectiveness of the course**

- 1) The teaching methods of instructor
- 2) The activities in the classroom and outside the classroom
- 3) Teaching support effects on learning and 5 aspects of learning outcomes
- 4) The suggestion to improve the courses by the university network

**1.2 Instructor evaluates students' learning behaviors**

- 1) Observation of group discussion between instructor and students
- 2) Observation of students' behaviors

**1.3 Evaluation of teaching and course**

- 1) Assessment of teaching and assessment reports, documents
- 2) Assessment course, document and report the results of the assessment

**1.4 Web suggestions that the instructor has established channels of communication with students**

The evidence that will be used to evaluate based on TQF 5 such as line, Facebook, instructor room, E-mail, REG etc.

**2. Teaching evaluation strategies****2.1 Student-centered teaching**

-A description of the main content and encourage students to explore or understand the details by their self, and/or practice along with instructions

**2.2 Teaching about principles, theories and rules**

-To experiment with actual practice and use the tools manually by teaching content/activity evident that promote virtue. We aim to make the learners the skills to learn, presentation and discussion on using information technology to communicate with other people

**2.3A measurement and evaluation in teaching**

- Determining how Grading. The standards-based, or based on criteria
- Observations by instructors from students who asking for advice

**3. The improvement of teaching**

**3.1**After Teaching evaluation in no. 2, there is a teaching improvement by brainstorming and find more information to improve teaching as follows:

**-Program** Requiring instructor to review and improve strategies and methods taught by the results of evaluation in each subject, and prepare a report on the implementation of the course (TQF 5, according to the Office of the Higher Education Commission sets that it must conduct every semester ( 30days/semesters)

**-Program** Encourages lecturer to develop academic skills and/or professional skills at least once a year

**-Program and faculties** Meetings/seminars with instructor to discuss the learning difficulties of students and how to improve/modify or develop even further

#### **.4 The verification standard of achievement of the students in the course**

During the process of teaching has a verification of achievement in the subject. As expected, from learning in the course of 5 aspects by asking students or random check student work, including the tests as follows

**4.1 The Committee's verification. To check the results, "Learning Outcome** By checking the learning and teaching process such as TQF 3, the content and teaching media, including documents and textbooks that are used in teaching (as noted in section 6no. (1

**4.2 Check test, check report (work by the black spot)** and how to test scores, the behavior scores, and scoring. Measurement and evaluation of the course requirements as set. The results from the tests or the midterm examination, advising on academic classes

**4.3 Verification of the course. Has verified achievement Learning Course** (random (%25as follows:

- 1) **Verification score.** Random check work of students by the verification standard of achievement
- 2) **The questionnaire/interview students** to consider the learning course by the standard verification Committee to examine outcomes assessments "5 aspects of learning outcomes" and student behaviors

#### **5. Review and planning to improve the effectiveness of teaching**

From the results of the assessment and verification of effectiveness **outcomes** by Program/branch is planned to update the strategy and integrate the content of the course (TQF 3). To achieve greater quality as follows:

**5.1 Improving the teaching strategies and the integration of the courses every semester/year**, or according to the suggestion, and examined in detail the standard achievement of students learning according to topic 4

**5.2 The invited speakers / instructors other states**, to join other teaching to acquire the knowledge, or with a view to increasing the application of knowledge or experience with issues of research/lecturer's experience

Lecturer

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(Miss Sariyapa Kantawan)

23 November 2020

Responsible Instructor

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(Miss Aungsumarin Suchairatanachoke)

23 November 2020