

Course Code ENG5110

Degree Master's Degree

Course Name English for Graduate Studies

Curriculum Revised in 2024

Credit 3(2-2-8)

Faculty/College College of Hospitality Industry Management (CHM)

Course Specification (TQF3/OBE3)

Section 1 General Information

1. Course Code and Name

Thai ภาษาอังกฤษสำหรับบัณฑิตศึกษา

English English for Graduate Studies

2. Number of Credits

3(2-2-8) credits

3. Course Category

Major Course

4. Course Coordinator and Instructor

Course Coordinator : Dr.Nalin Simasathiansophon

Instructor : Dr.Nalin Simasathiansophon

Contact Information : Dr.Nalin Simasathiansophon

email : nalin.si@ssru.ac.th

5. Semester and Academic Year

Semester 1 Academic Year 2025 Year of Study 1

6. Pre-requisite courses (if any)

None

7. Co-requisites (if any)

None

8. Class Location

College of Hospitality Industry Management, Building 36, Room 3653

9. Date of Last Curriculum Revision

1st July 2025

10. Alignment between the course, the University's vision of "A leader in producing professionals", and the requirements for higher education standards at master's level.

University's Vision "A leader in producing professionals"		Promoting self-learning skills in practice and improving career development (Lifelong learning)	Promote digital skills
A Leader in Producing Professionals	Sustainable Social Development (SDGs)		
This course develops English language proficiency for graduate-level academic work, enabling students to communicate effectively in international professional environments and contribute meaningfully to global academic and business discourse.	Supports SDG 4 (Quality Education) and SDG 10 (Reduced Inequalities) by providing equal access to high-quality English language education that enables students to participate fully in international academic and professional communities.	Students develop autonomous learning strategies for continuous English language improvement, research skills, and academic communication competencies that support lifelong professional development in international contexts.	Students master digital tools for academic writing, online research databases, citation management systems, and digital presentation platforms essential for modern academic and professional communication.

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Section 2 Course Description and Course Learning Outcomes: CLOs

1. Course Description

Thai

ไวยากรณ์ภาษาอังกฤษ ทักษะการพูด การฟัง การอ่าน และการเขียนภาษาอังกฤษ การเขียนบทความย่อ การวิจัย การอ้างอิงทางวิชาการ และการเผยแพร่ผลงานทางวิชาการในภาษาอังกฤษ

English

English grammar; speaking, listening, reading and writing skills in English; writing research abstract; academic references, and publications in English.

2. Number of hours spent per semester

Lecture	Practice / Workshop Fieldwork / Internship	Self-Directed Learning
32 Hours/Semester	32 Hours/Semester	96 Hours/Semester
2 Hours/Week	2 Hours/Week	6 Hours/Week

Course Type Lecture Practice

3. Individual Academic Counseling Hours

3.1 Academic Counseling: 3 hours/week

3.2 Application of digital technology in academic consultation: E-mail, Line App., and Direct message via Facebook.

- Self-consulting at the lecturer's office: Room No.: 3641
- Building: College of Hospitality Industry Management
- Consulting via office telephone/mobile phone: 082-7842162
- Consulting via E-Mail: nalin.si@ssru.ac.th
- Consulting via Social-Media (Facebook/Line): Facebook: Aj Nalin Simasathiansophon, Line ID: nalin.sima

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4. Course Objectives

4.1 Develop comprehensive understanding of English grammar and enhance overall language proficiency for graduate-level academic work.

4.2 Improve speaking, listening, reading, and writing skills in English through targeted practice and exercises suitable for international business contexts.

4.3 Master the ability to write clear and concise research abstracts in English, adhering to international academic standards.

4.4 Develop competency in using and citing academic references in English, ensuring accuracy and integrity in academic writing and research.

4.5 Gain skills necessary to prepare, edit, and present academic publications and research findings in English for various scholarly and professional platforms.

5. Course Learning Outcomes (CLOs for OBE program)

CLO 1 Apply English grammar and vocabulary effectively in academic and professional communication contexts.

CLO 2 Demonstrate proficient English communication skills through speaking, listening, reading, and writing in academic settings.

CLO 3 Produce clear and well-structured academic writing including research abstracts and scholarly publications.

CLO 4 Apply ethical standards and cultural sensitivity in English academic communication and cross-cultural interactions.

CLO 5 Utilize digital tools and resources for English language learning, academic research, and professional presentation.

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6. Alignment between Program Learning Outcomes (PLOs) and Course Learning Outcomes (CLOs)

Alignment of PLOs/CLOs	CLO 1	CLO 2	CLO 3	CLO 4	CLO 5
PLO 1					
PLO 2			✓		
PLO 3					
PLO 4				✓	
PLO 5		✓		✓	✓
PLO 6	✓	✓	✓	✓	✓
PLO 7					✓
PLO 8			✓		✓

CLOs	Cognitive Domain (Knowledge)						Psychomotor Domain (Skills)	Affective Domain (Attitude)
	R	U	Ap	An	Ev	C		
CLO1		✓					2	
CLO2			✓				3	
CLO3						✓	3	
CLO4			✓				3	3
CLO5			✓				4	3

Cognitive Domain

R=Remembering U=Understanding Ap=Applying An=Analyzing Ev=Evaluating C=Creating

Psychomotor Domain

1. Imitation 2. Manipulation 3. Precision 4. Articulation 5. Naturalization

Affective Domain

1. Receiving 2. Responding 3. Valuing 4. Organization 5. Characterization

Course Learning Outcomes (CLOs) for OBE program

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CLOs	knowledge (K)	Skills (S)	Ethics (E)	Character (C)	In the case of professional program with additional specific results, please specify
CLO1	✓	✓			-
CLO2		✓		✓	-
CLO3	✓	✓			-
CLO4			✓	✓	-
CLO5		✓		✓	-

7. Course improvement based on feedback from stakeholders (if this course is offered for the first time, no need to fill it out)

Feedback from stakeholders	Improvement based on feedback
Students requested more interactive speaking practice and real-world application	Added more group discussions, presentations, and role-playing activities throughout the semester
Industry professionals suggested more focus on business communication skills	Enhanced focus on professional email writing, presentation skills, and international business communication contexts
Alumni indicated need for stronger academic writing and research skills	Integrated more intensive practice in academic writing, citation methods, and research abstract development

Section 3 Student Improvement in Alignment with Course Learning Outcomes (CLOs)

1. Alignment between course learning outcomes (CLOs/LOs) and teaching methods, assessment and evaluation

CLOs	Identify the result	Teaching Strategies and Feedback (Active Learning) (must align with Section 2, number 6)	Assessment and Evaluation Methods
CLO 1	K, S	<ul style="list-style-type: none"> - Direct instruction on English grammar and vocabulary - Interactive grammar exercises and vocabulary games - Transforming informal into formal writing practice - Contextual application in business scenarios 	<ul style="list-style-type: none"> - Grammar and vocabulary quizzes - Written exercises and assignments - Formal writing transformation tasks
CLO 2	S, C	<ul style="list-style-type: none"> - Group discussions and debates on various topics - Presentation practice and peer feedback - Listening comprehension activities - Role-playing business conversations 	<ul style="list-style-type: none"> - Oral presentation assessments - Group discussion participation - Listening and speaking evaluations - Peer assessment activities
CLO 3	K, S	<ul style="list-style-type: none"> - Direct instruction on academic writing conventions - Workshop sessions on research abstract writing - Peer review sessions for draft essays - Citation and referencing practice 	<ul style="list-style-type: none"> - Research abstract writing assignments - Academic writing portfolio - Peer review participation - Citation accuracy assessments
CLO 4	E, C	<ul style="list-style-type: none"> - Discussion on cross-cultural communication - Analysis of ethical considerations in academic writing - Cultural sensitivity training in professional contexts - Plagiarism avoidance and academic integrity workshops 	<ul style="list-style-type: none"> - Cultural communication reflection papers - Ethics in academic writing assignments - Professional behavior evaluations - Academic integrity assessments

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CLOs	Identify the result	Teaching Strategies and Feedback (Active Learning) (must align with Section 2, number 6)	Assessment and Evaluation Methods
CLO 5	S, C	<ul style="list-style-type: none"> - Training on digital citation management tools - Online research database workshops - Digital presentation software practice - Time management and study skills for graduate students 	<ul style="list-style-type: none"> - Digital tool proficiency demonstrations - Online research project presentations - Technology-enhanced assignments - Study schedule and time management plans

* All courses in OBE program must have a complete K S E C shown in CLOs.

2. Establishing Outcome Index and rubrics in assessment and evaluation must be in accordance with the Outcome Index.

CLO 1: Apply English grammar and vocabulary effectively in academic and professional communication contexts. Levels (according to Bloom's Taxonomy): e.g. Understanding, Psychomotor (Manipulation) Behavior to be evaluated (Action Verb): Apply, Use, Demonstrate		
Below Expectation Expressed Results Below the expected criteria (Performance 0% - 49%)	Meet Expectation Expressed Results Meet the expected criteria. (Performance 50% - 79%)	Exceeds Expectation Expressed Results Higher than expected criteria (Performance 80% - 100%)
The student shows limited understanding of English grammar rules and vocabulary usage. Makes frequent grammatical errors that interfere with comprehension. Uses inappropriate vocabulary for academic and professional contexts.	The student demonstrates competent understanding of English grammar and vocabulary. Makes occasional minor errors but communicates effectively in most academic and professional contexts. Uses generally appropriate vocabulary with adequate precision.	The student demonstrates exceptional command of English grammar and sophisticated vocabulary usage. Communicates with high accuracy and appropriateness across diverse academic and professional contexts. Demonstrates nuanced

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		understanding of language register and style.
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CLO 2: Demonstrate proficient English communication skills through speaking, listening, reading, and writing in academic settings.

Levels (according to Bloom's Taxonomy): Applying, Psychomotor (Precision)

Behavior to be evaluated (Action Verb): Demonstrate, Communicate, Present

Below Expectation Expressed Results Below the expected criteria (Performance 0% - 49%)	Meet Expectation Expressed Results Meet the expected criteria. (Performance 50% - 79%)	Exceeds Expectation Expressed Results Higher than expected criteria (Performance 80% - 100%)
The student shows limited proficiency in one or more language skills. Has difficulty understanding complex academic content, expressing ideas clearly, or engaging effectively in academic discussions. Communication is often unclear or inappropriate for academic contexts.	The student demonstrates competent proficiency across all four language skills. Can understand and communicate academic content effectively in most situations. Participates appropriately in academic discussions and presents information clearly with adequate organization and clarity.	The student demonstrates exceptional proficiency in all language skills. Communicates complex academic ideas with clarity, precision, and sophistication. Engages confidently and effectively in academic discussions, delivers compelling presentations, and adapts communication style appropriately to different audiences and contexts.

CLO 3: Produce clear and well-structured academic writing including research abstracts and scholarly publications.

Levels (according to Bloom's Taxonomy): Creating, Psychomotor (Precision)

Behavior to be evaluated (Action Verb): Produce, Write, Create

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Below Expectation	Meet Expectation	Exceeds Expectation
Expressed Results Below the expected criteria (Performance 0% - 49%)	Expressed Results Meet the expected criteria. (Performance 50% - 79%)	Expressed Results Higher than expected criteria (Performance 80% - 100%)
The student produces academic writing with significant structural and organizational problems. Writing lacks clarity, coherence, and appropriate academic conventions. Research abstracts and academic texts are poorly organized and fail to meet basic scholarly standards.	The student produces well-organized academic writing that meets basic scholarly requirements. Research abstracts and academic texts are clearly structured with appropriate academic conventions. Writing demonstrates adequate understanding of audience and purpose with reasonable clarity and coherence.	The student produces exceptional academic writing that exceeds scholarly standards. Research abstracts and academic texts are sophisticated, well-argued, and demonstrate mastery of academic discourse. Writing is highly polished, engaging, and demonstrates advanced critical thinking and analytical skills.

CLO 4 Apply ethical standards and cultural sensitivity in English academic communication and cross-cultural interactions.

Levels (according to Bloom's Taxonomy): Applying, Psychomotor (Precision), Affective (Valuing)

Behavior to be evaluated (Action Verb): Apply, Demonstrate, Show

Below Expectation	Meet Expectation	Exceeds Expectation
Expressed Results Below the expected criteria (Performance 0% - 49%)	Expressed Results Meet the expected criteria. (Performance 50% - 79%)	Expressed Results Higher than expected criteria (Performance 80% - 100%)
The student shows limited awareness of ethical standards in academic communication or cultural sensitivity in cross-cultural interactions. May demonstrate inappropriate communication behaviors or fail to recognize ethical issues in academic work. Shows minimal	The student demonstrates adequate understanding of ethical standards in academic communication and shows appropriate cultural sensitivity in most interactions. Communicates respectfully across cultural boundaries and follows basic principles of academic integrity.	The student demonstrates exceptional ethical reasoning and cultural sensitivity in all academic and cross-cultural communications. Shows sophisticated understanding of cultural nuances and adapts communication style expertly to different cultural contexts.

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understanding of cultural differences in communication styles.	Shows awareness of cultural differences in communication patterns.	Consistently maintains highest standards of academic integrity and serves as a model for respectful cross-cultural communication.
<p>CLO 5 Utilize digital tools and resources for English language learning, academic research, and professional presentation.</p> <p>Levels (according to Bloom's Taxonomy): Apply, Psychomotor (Articulation), Affective (Valuing)</p> <p>Behavior to be evaluated (Action Verb): Utilize, Apply, Demonstrate</p>		
<p style="text-align: center;">Below Expectation</p> <p style="text-align: center;">Expressed Results</p> <p style="text-align: center;">Below the expected criteria</p> <p style="text-align: center;">(Performance 0% - 49%)</p>	<p style="text-align: center;">Meet Expectation</p> <p style="text-align: center;">Expressed Results</p> <p style="text-align: center;">Meet the expected criteria.</p> <p style="text-align: center;">(Performance 50% - 79%)</p>	<p style="text-align: center;">Exceeds Expectation</p> <p style="text-align: center;">Expressed Results</p> <p style="text-align: center;">Higher than expected criteria</p> <p style="text-align: center;">(Performance 80% - 100%)</p>
The student shows limited proficiency in using digital tools for language learning, research, or presentation. Has difficulty navigating online resources, using citation management tools, or creating effective digital presentations. Technology use is inefficient or inappropriate for academic purposes.	The student demonstrates competent use of digital tools for language learning, academic research, and presentation. Can effectively navigate online databases, use citation management tools appropriately, and create clear digital presentations. Technology use supports learning and communication goals adequately.	The student demonstrates advanced proficiency in leveraging digital tools for language learning, research, and presentation. Uses technology innovatively and efficiently to enhance learning outcomes. Creates sophisticated digital presentations and demonstrates mastery of advanced research tools and platforms. Technology use significantly enhances academic and professional communication effectiveness.

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Section 4 Lesson Plan and Assessments

1. Lesson plan (teaching and learning for at least 15 weeks)

Week	Topic	LOs	Hours	Teaching and Learning Activities and Materials.	Test Flowchart	Instructor
1	Academic Writing Styles and Conventions - Key Features of Academic Writing - Formal Language and Tone	CLO1	L2, P2	- Pre-test - Direct Instruction: PowerPoint - Exercise: Transforming Informal into Formal Writing	Pre-test	NTP: Dr. Nalin
2	Critical Reading and Analysis - Identifying Main Arguments - Analyzing Evidence and Methodology	CLO2, CLO3	L2, P2	- Direct Instruction: PowerPoint - Group discussion - Activity: Critique a Sample Research Paper	Q1 (Reading comprehension)	NTP: Dr. Nalin
3	Research Skills and Strategies - Conducting Literature Reviews - Key Databases and Resources	CLO3, CLO5	L2, P2	- Direct Instruction: PowerPoint - Problem based learning: Finding Sources Online - Database navigation workshop	A1 (Research skills assignment)	NTP: Dr. Nalin
4	Effective Note-taking and Summarization - Note-taking Methods - Summarizing Academic Texts	CLO2, CLO5	L2, P2	- Direct Instruction: PowerPoint - Problem based learning: Summarize a Journal Article - Note-taking practice sessions	Q2 (Summarization skills)	NTP: Dr. Nalin
5	Developing a Research Proposal - Components of a Strong Proposal	CLO3	L2, P2	- Direct Instruction: PowerPoint - Group discussion - Workshop: Formulating Research Questions	A2 (Research proposal outline)	NTP: Dr. Nalin

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Week	Topic	LOs	Hours	Teaching and Learning Activities and Materials.	Test Flowchart	Instructor
	- Research Questions and Methodology					
6	Academic Presentations and Public Speaking - Designing Engaging Presentations - Delivery Techniques	CLO2, CLO5	L2, P2	- Direct Instruction: PowerPoint - Group discussion - Practice: Presenting Research to Peers	Activity 1 (Presentation practice)	NTP: Dr. Nalin
7	Referencing and Avoiding Plagiarism - Overview of Citation Styles - Proper Paraphrasing Techniques	CLO3, CLO4	L2, P2	- Direct Instruction: PowerPoint - Exercise: Proper Paraphrasing and Citation - Academic integrity workshop	A3 (Citation and referencing)	NTP: Dr. Nalin
8	MID-TERM EXAMINATION	CLO1-3	L2, P2	Comprehensive mid-term assessment	M (20 items)	NTP: Dr. Nalin
9	Argumentation and Persuasion in Academic Writing - Building Strong Arguments - Writing Persuasive Abstracts	CLO3	L2, P2	- Direct Instruction: PowerPoint - Problem based learning: Debating a Controversial Topic - Abstract writing workshop	Q3 (Argumentation skills)	NTP: Dr. Nalin
10	Advanced Vocabulary and Academic Discourse - Introduction to Academic Jargon - Discipline-specific Terminology	CLO1, CLO2	L2, P2	- Direct Instruction: PowerPoint - Vocabulary Exercise: Usage in Sentences - Academic discourse analysis	A4 (Vocabulary and discourse)	NTP: Dr. Nalin
11	Peer Review and Collaborative Learning - The Peer Review Process	CLO2, CLO4	L2, P2	- Direct Instruction: PowerPoint - Problem based learning	Activity 2 (Peer review)	NTP: Dr. Nalin

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Week	Topic	LOs	Hours	Teaching and Learning Activities and Materials.	Test Flowchart	Instructor
	- Giving and Receiving Feedback			- Exercise: Peer Review Session with Draft Essays		
12	Time Management and Study Skills - Balancing Coursework and Research - Effective Time Management	CLO5	L2, P2	- Direct Instruction: PowerPoint - Group discussion - Activity: Creating a Study Schedule	A5 (Study plan development)	NTP: Dr. Nalin
13	Course Conclusion and Integration - Summary of Topics Covered - Skills for Academic Success	CLO1-5	L2, P2	- Direct Instruction: PowerPoint - Group discussion - Q&A Session	Q4 (Course integration)	NTP: Dr. Nalin
14	Group Project Presentations - Final Presentations - Peer Evaluation	CLO2, CLO4, CLO5	L2, P2	- Group report - Oral presentation - Peer evaluation session	A6 (Final group project)	NTP: Dr. Nalin
15	FINAL EXAMINATION	CLO1-4	L2, P2	Comprehensive final examination	F (30 items)	NTP: Dr. Nalin

2. Assessment Plan (specify the week of assessment)

Measurement and Evaluation	Ratio	CLO 1	CLO 2	CLO 3	CLO 4	CLO 5
Quiz (Q)	20%	Week 2	Week 4	Week 9	-	Week 14
Assignment (A)	30%	Week 10	Week 6	Week 3, 5, 7	Week 11	Week 12
Group Project	10%	-	Week 15	-	Week 15	Week 15
Midterm Exam (M)	20%	Week 8	Week 8	Week 8	-	-
Final Exam (F)	20%	Week 16	Week 16	Week 16	Week 16	-

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3. Test Blueprint (specifies the topic and number of exams/assessments/assignments)

Topic	Ratio	CLO 1	CLO 2	CLO 3	CLO 4	CLO 5
Quiz (Q)	20%	5 points (Grammar & Vocabulary)	5 points (Reading & Summarization)	5 points (Argumentation)	-	5 points (Course Integration)
Assignment (A)	30%	5 points (Academic Discourse)	5 points (Presentation Skills)	10 points (Research, Proposal, Citation)	5 points (Peer Review)	5 points (Study Planning)
Group Project	10%	-	5 points (Presentation Delivery)	-	3 points (Cultural Sensitivity)	2 points (Digital Tools)
Midterm Exam (M)	20%	10 points	5 points	5 points	-	-
Final Exam (F)	20%	5 points	5 points	5 points	5 points	-

4. Academic Evaluation Criteria

percent	Grade Level	meaning
86 – 100	A	First-Rate
82 – 85	A-	Excellence
78 – 81	B+	Very Good
74 – 77	B	Good
70 – 73	B-	Fairly good
66 – 69	C+	Satisfactory / Above Average
62 – 65	C	Satisfactory / Average
58 – 61	C-	Below Average / Fair
54 – 57	D+	Poor / Marginal Pass
50 – 53	D	Poor / Weak
46 – 49	D-	Very Poor / Barely Passing

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percent	Grade Level	meaning
0 – 45	F	Fail / Failing

5. Criteria for Assessing the Achievement of Course Learning Outcomes

Level of Achievement	Achievement Criteria	Explanation
Achieve Level 3	At least 80% of students must achieve performance levels between “Level 2: Meets Expectations” and “Level 3: Exceeds Expectations”	Most learners are able to exceed expectations, such as exceeding benchmarks and demonstrating the ability to apply knowledge in complex situations.
Achieve Level 2	60-79% of students achieve performance levels between “Level 2: Meets Expectations” and “Level 3: Exceeds Expectations”	Most learners are able to achieve the minimum goals, with the results reflecting a good understanding and application of knowledge at a basic level.
Achieve Level 1	Less than 60% of students achieve performance levels between “Level 2: Meets Expectations” and “Level 3: Exceeds Expectations”	It shows that the learning outcomes are still below the expected criteria. Most learners may not yet be able to achieve the expected level of achievement and need to improve or develop their learning.

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Section 5 Learning Resources and Support Facilities

1. Learning Materials and Learning Aids

1.1 Teaching Materials

- PowerPoint presentations with interactive exercises
- Audio-visual materials for listening and speaking practice
- Sample academic papers and research abstracts for analysis

1.2 Books, textbooks or learning resources from the Office of Academic Resources

- Primary: Swales, J.M. & Feak, C.B. (2012). Academic Writing for Graduate Students. US: The University of Michigan Press.
- Secondary: Dummett, P. & Hird, J. (2013). Oxford EAP: A course in English for Academic Purposes. Oxford: Oxford University Press.
- Additional: Wallwork, A. (2016). English for Academic Research (2nd ed.). Switzerland: Springer International Publishing.

1.3 Laboratory

- Language laboratory with audio-visual equipment
- Computer lab with internet access for online research and digital tools practice

1.4 Website, Software, or Devices

- Online academic databases and research platforms
- Citation management software (Zotero, Mendeley)
- Presentation software and digital tools for academic communication

1.5 Practical Training and Internship Location

- Collaboration with academic departments for real research writing practice
- Partnership with international conferences for presentation opportunities

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2. Learning Platform

<https://ssrudlp.ssru.ac.th/>

3. Learning materials from external sources

3.1 Online English learning platforms (Coursera, edX) for supplementary grammar and vocabulary practice

3.2 Academic writing resources from major universities' writing centers

3.3 TED Talks and academic presentations for listening and presentation skill development

4. Research for learning in the course (if any)

4.1 Action research on effective methods for teaching academic English to graduate business students

4.2 Analysis of common challenges faced by non-native English speakers in academic writing and presentation

Section 6 Course Evaluation and Improvement

1. Course Evaluation by Students

Course Assessment Form

Assessment Form for Teacher Assessment (reg Website)

Discussion and Exchange of opinions between lecturers and students

Reflection on student behavior

Receiving feedback from students through communication channels designated by the professor.

Others (specified) ...

2. Strategies for Evaluating Teaching and Learning Management

Student Exam Results

Verification / Validation of Academic Learning Outcomes and Student Learning Achievement

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Assessment by the examination committee

Observation by the instructor team

Observation by Stakeholders (Identified) ...

Others (specified) ...

3. Course Implementation Improvement Plan

Organizing seminars or conferences on teaching and learning with stakeholders

Research on learning management both inside and outside the classroom

Others (specified) ...

4. Verification of student learning outcomes in accordance with PLOs and CLOs

Establishment of a committee to review the results of the evaluation of learning outcomes. For example, exam checking, assignment review, grading and evaluation

Review of Grading and Evaluation by Academic Committees of Faculties/Departments

Checking the scoring results by random inspection from lecturers/experts who did not responsible for the curriculum

Others (specified) ...

5. Course Review and Improvement Plan

Annual Course Revision Based on the Auditor's Suggestion in number 4

Annual course revision based on student assessments and comments

Others (specified) ...



(Dr.Nalin Simasathiansophon)

Course Coordinator

date: 1st July 2025