

Course code (รหัสวิชา) BUA1307

Course (ชื่อรายวิชา) Fundamental English for Business
Communication

Credit (หน่วยกิต) 3 credits

Course level (ชั้นปีที่) 1st Year Undergraduate

Program (หลักสูตร) Management Science

Faculty/College (คณะ/วิทยาลัย) Faculty of Management Science

รายละเอียดของรายวิชา
Course Specification (TQF3/OBE3)
หมวดที่ 1 ข้อมูลทั่วไป
Section 1 General Information

1. Course code and course title (รหัสและชื่อรายวิชา)

Thai (ไทย) ภาษาอังกฤษขั้นต้นเพื่อการสื่อสารทางธุรกิจ (BUA1307)

English (อังกฤษ) Fundamental English for Business Communication (BUA1307)

2. Total credits (จำนวนหน่วยกิต)

3 credits 3(2-2-5)

3. Course category (หมวดวิชา)

Specific Course (หมวดวิชาเฉพาะด้าน)

4. Course coordinator/Instructors (อาจารย์ผู้รับผิดชอบรายวิชาและอาจารย์ผู้สอน)

Course Coordinator (อาจารย์ผู้รับผิดชอบรายวิชา): Sareeya do Amaral (Ph.D.)

Instructors (อาจารย์ผู้สอน):

Section 001, 008 Ajarn Sareeya do Amaral, Ph.D.

Section 002, 006, 007 Ajarn Hassan Raza

Section 003 - 005 Ajarn Catherine Cosme Talawan

Section 101 Ajarn Thamrong Rattanapharanudej

Contact information (สถานที่ติดต่อ): 4th floor, Building 56

e-mail: sareeya.do@ssru.ac.th

5. Semester/Year of study (ภาคการศึกษาและชั้นปีที่เรียน)

Semester (ภาคเรียนที่) 1 Year of study (ปีการศึกษา) 2569 Degree level (ชั้นปีที่) 1

6. Pre-requisite (รายวิชาที่ต้องเรียนมาก่อน) (if any)

none

7. Co-requisites (รายวิชาที่ต้องเรียนพร้อมกัน) (if any)

none

8. Place of study (สถานที่เรียน)

Faculty of Management Science, Building 56 and 57

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9. Date of latest revision (วันที่จัดทำหรือปรับปรุงรายละเอียดของรายวิชาครั้งล่าสุด)

3 July 2026

10. Alignment of the curriculum with the vision, Sustainable Development Goals, and undergraduate higher education standards requirements.

ความสอดคล้องระหว่างรายวิชากับวิสัยทัศน์ เป้าหมายการพัฒนาที่ยั่งยืน และข้อกำหนดตามเกณฑ์
 มาตรฐานอุดมศึกษาระดับปริญญาตรี

University Vision: "To be a leader in developing professionals who contribute to sustainable social development."		Promoting self-directed learning skills in practice and work improvement for career advancement (Lifelong learning).	Promote digital skills
Leaders in professional development	Developing a sustainable society (SDGs)		
The course equips first-year students with foundational business vocabulary, professional correspondence skills, and presentation techniques, establishing the baseline communication competence required of future industry leaders.	Global sustainability themes and SDGs are embedded directly into the language curriculum. Students practice reading, discussing, and writing about corporate social responsibility (CSR), ethical business practices, and sustainable development, fostering civic-minded professionals.	The curriculum promotes proactive learning through reflective journals, peer feedback, and self-assessment checklists. This approach helps students identify communication gaps and seek improvements. By fostering self-regulated learning early on, students can build adaptability for ongoing professional growth in today's dynamic global market.	The course actively integrates digital literacy by requiring students to utilize modern workplace tools. Students engage in digital collaboration, learn the etiquette of professional emails and virtual meetings, and leverage AI and digital editing tools to refine their business communication outputs.

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หมวดที่ 2 คำอธิบายรายวิชาและผลลัพธ์การเรียนรู้ระดับรายวิชา

Section 2 Course Description and Course Learning Outcomes: CLOs

1. Course Description (คำอธิบายรายวิชา)

In Thai (ภาษาไทย)

ทักษะภาษาอังกฤษระดับพื้นฐานเพื่อการสื่อสารทางธุรกิจ การฟัง พูด อ่าน และเขียน การขอข้อมูลทางธุรกิจ การติดต่อทางธุรกิจ การแนะนำตนเองและผู้อื่น การบอกเวลา สถานที่ ระยะทาง ความถี่ บอกราคา การสนทนาทางโทรศัพท์ การจองโรงแรม การจองตั๋วเครื่องบิน และการสั่งอาหาร

In English (ภาษาอังกฤษ)

Fundamental English for business communication skills: listening, speaking, reading, and writing; requesting information in business; business contact; self-introduction and introducing others; expressions for time, place, distance, frequency, price quotes; telephone conversation; making a hotel reservation; making a flight reservation; and ordering food.

2. Number of ours per semester (จำนวนชั่วโมงที่ใช้ต่อภาคการศึกษา)

บรรยาย	การฝึกปฏิบัติ/งาน ภาคสนาม/การฝึกงาน	การศึกษาด้วยตนเอง
30 hours/semester 2 hours/week	30 hours/semester 2 hours/week	75 hours/semester 5 hours/week

Course Category (ประเภทรายวิชา)



Lecture (บรรยาย)



Practice (ฝึกปฏิบัติ)

3. Number of hours per week for academic guidance to individual students (จำนวนชั่วโมงให้คำปรึกษานักศึกษารายบุคคล)

3.1 Giving academic advice (minimally 1 hour per week)

3.2 Adoption of information technology-based academic advising

4. Course Objectives (จุดมุ่งหมายรายวิชา)

4.1 Students will demonstrate foundational English proficiency in listening, speaking, reading, and writing for business contexts.

4.2 Students will deliver professional self-introductions, introduce others, and conduct business interactions with proper etiquette.

4.3 Students will accurately request business information and communicate numerical and factual data, including time, location, distance, frequency, and price.

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4.4 Students will engage in professional telephone conversations, managing inquiries, taking messages, and routing calls effectively.

4.5 Students will independently handle essential business travel logistics, including hotel and flight reservations and ordering food in professional settings.

5. Course Learning Outcomes (CLOs) (ผลลัพธ์การเรียนรู้ระดับรายวิชา):

CLO/LO 1: Introduce yourself, state the location and distance, and communicate using simple English.

CLO/LO 2: Converse in general English using simple language.

CLO/LO 3: Present a group project using simple English.

6. The mapping between Program Learning Outcomes (PLOs) from the curriculum and the Course Learning Outcomes (CLOs)

ความสัมพันธ์ระหว่างผลลัพธ์การเรียนรู้ระดับหลักสูตร (PLOs) และผลลัพธ์การเรียนรู้ระดับรายวิชา (CLOs)

PLOs	Knowledge	Skill	Ethics	Character
PLO 1: Demonstrate effective English communication in diverse global business environments.	✓	✓		
PLO 2: Utilize modern digital tools and platforms for collaborative workplace communication.		✓		
PLO 3: Apply self-directed learning strategies to continuously adapt and improve professional practices.		✓		✓
PLO 4: Exhibit professional ethics, cross-cultural respect, and a commitment to sustainable social development (SDGs) in business practices.	✓		✓	✓

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Consistency between PLOs/CLOs	CLO 1	CLO 2	CLO 3
PLO 1	✓	✓	✓
PLO 2			✓
PLO 3		✓	✓
PLO 4	✓		✓

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

Cognitive Domain

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

Psychomotor Domain

1. Imitate. 2. Follow instructions. 3. Strive for accuracy. 4. Work creatively and consistently. 5. Act naturally.

Affective Domain

1. Receiving 2. Responding 3. Assigning values 4. Organizing 5. Developing character from values

เกณฑ์การประกันคุณภาพ: 1.2 หลักสูตรแสดงถึงการกำหนดผลลัพธ์การเรียนรู้ที่คาดหวังของทุกรายวิชา โดย
 ถูกออกแบบและได้รับการจัดรูปแบบอย่างเหมาะสมและสอดคล้องกับผลลัพธ์การเรียนรู้ที่คาดหวังของหลักสูตร

ผลลัพธ์การเรียนรู้ระดับรายวิชา (Course Learning Outcomes - CLOs) กรณีหลักสูตรแบบ OBE

CLOs	Knowledge (K)	Skills (S)	Moral and ethical values (E)	Interpersonal skills and responsibility (C)	Please specify any additional outcomes for the vocational course.
CLO1	✓				
CLO2		✓	✓		
CLO3		✓	✓	✓	

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7. Course revisions based on stakeholder feedback (This form is not required when offering this course for the first time).

การปรับปรุงรายวิชาตามข้อเสนอแนะจากผู้มีส่วนได้ส่วนเสีย (เปิดสอนรายวิชานี้ครั้งแรกไม่ต้องกรอก)

Feedback from stakeholders	Improvements based on feedback

หมวดที่ 3 การพัฒนาผู้เรียนที่สอดคล้องกับผลลัพธ์การเรียนรู้ระดับรายวิชา (CLOs)

Section 3: Student Improvement in relation to Course Learning Outcomes (CLOs)

1. The alignment between course-level learning outcomes (CLOs/LOs) and teaching methods, measurement, and evaluation.

ความสอดคล้องระหว่างผลลัพธ์การเรียนรู้ระดับรายวิชา (CLOs/LOs) กับวิธีการสอน การวัดและการประเมินผล

CLOs LOs	Outcome	Teaching and feedback strategies (Active Learning) (Must be related to Category 2, Clause 6)	Methods of measurement and evaluation
CLO 1	K	1. Lecture with interactive modeling 2. Role-play drilling (Scripts & templates) 3. Digital vocabulary exercises	1. Practical Speaking Exam 2. Short Written Quiz (Fill-in-the-blank / Match prepositions) 3. In-class formative participation
CLO 2	S, E	1. Peer-to-peer paired dialogues 2. Structured conversation circles 3. "Speed networking" class activities	1. Live Conversational Simulation (Unscripted dialogue with peer/instructor) 2. Listening Comprehension Test
CLO 3	S, E, C	1. Project-Based Learning (PBL) 2. Collaborative team workshops 3. Peer-feedback and review sessions	1. Team Oral Presentation 2. Digital Slide Deck Submission 3. Peer Evaluation Matrix

* All OBE courses must have complete Learning Outcomes (LOs) covering K, S, E, and C.

* All TQF courses must have complete Learning Outcomes covering K, S, E, and IT.

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2. The learning outcome index and scoring rubrics used for measurement and evaluation must be aligned with the learning outcome index.

CLO 1/LO 1: Basic Introduction & Location (Task focus: Self, place, distance)

Bloom's Taxonomy Level: Remembering and Understanding

Action Verb (พฤติกรรมที่แสดงออกที่ต้องประเมิน): Vocabulary recall, basic grammatical accuracy, clear identification of places/distances.

Below Expectation Performance 0% - 49%	Meet Expectation (Performance 50% - 79%)	Exceeds Expectation (Performance 80% - 100%)
<i>Limited:</i> Cannot complete the introduction or state distance/location clearly. Severe errors in basic vocabulary and sentence structure.	<i>Functional:</i> Successfully shares name, background, location, and distance. Uses simple sentences (Subject + Verb + Object). Minor errors do not obscure meaning.	<i>Expressive:</i> Natural delivery of personal information and spatial descriptions. Fluid sentence structures with correct use of units (e.g., "kilometers", "minutes away").

CLO 2/LO 2: General Conversation (Task focus: Interaction & listening)

Bloom's Taxonomy Level: Applying

Action Verb (พฤติกรรมที่แสดงออกที่ต้องประเมิน): Responsiveness, conversational flow, adaptive listening, workplace etiquette.

Below Expectation Performance 0% - 49%	Meet Expectation (Performance 50% - 79%)	Exceeds Expectation (Performance 80% - 100%)
<i>Fragmented:</i> Only gives one-word answers. Cannot formulate simple questions or respond to a partner's prompts.	<i>Interactive:</i> Maintains a simple back-and-forth dialogue. Answers general questions accurately and asks basic questions (Who, What, Where) to keep the conversation going.	<i>Dynamic:</i> Smooth conversational pacing. Uses appropriate fillers (e.g., "Well," "I think") and displays active listening through relevant, spontaneous responses.

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CLO 3/LO 3: Group Presentation (Task focus: Public speaking & teamwork)

Bloom's Taxonomy Level: Applying and Creating

Action Verb (พฤติกรรมที่แสดงออกที่ต้องประเมิน): Slide design, presentation structure, delivery skills, even distribution of speaking time among members.

Below Expectation (Performance 0% - 49%)	Meet Expectation (Performance 50% - 79%)	Exceeds Expectation (Performance 80% - 100%)
<i>Passive:</i> Dependent entirely on reading script or slides word-for-word. Speech is mostly inaudible or incomprehensible to the audience.	<i>Cohesive:</i> Delivers a structured presentation with a clear beginning, middle, and end. Uses basic visual aids and basic transition phrases (e.g., "Next," "Finally").	<i>Compelling:</i> Engaging delivery with strong body language and eye contact. Explains project ideas clearly in simple terms and demonstrates excellent coordination with group members.

หมวดที่ 4 แผนการสอนและการประเมิน

Section 4 Lesson Plan and Assessments

1. Lesson Plan (not less than 15 weeks)

Week	Topic	CLOs	Hours	Learning activities, teaching media (if any)	Test flowchart	Lecturer
1	Chapter 1: Foundations of Business Communication	CLO1	T4, P0	Introduction to the course and the role of English in the global workforce. Students explore the differences between casual and professional communication, basic active listening strategies, and digital communication tools.	Q(pre-test) (30 items)	SDA HRA CCT TRA

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Week	Topic	CLOs	Hours	Learning activities, teaching media (if any)	Test flowchart	Lecturer
2	Chapter 2: Professional Self-Introductions and Networking	CLO1	T2, P2	Mastering the "elevator pitch." Students learn how to introduce themselves, state their major/roles, and politely introduce colleagues or clients in formal and informal business settings.		SDA HRA CCT TRA
3	Chapter 3: Initiating Business Contacts & Etiquette	CLO1	T2, P2	Learning the language of first contact. Covers greeting strategies, exchanging business cards, appropriate body language, and initiating polite small talk with new business prospects.		SDA HRA CCT TRA
4	Chapter 4: Time and Schedule Management	CLO1-2	T2, P2	Expressing time, dates, and frequency in the workplace. Students practice standard expressions for scheduling meetings, confirming appointments, and discussing timetables or project deadlines.	A	SDA HRA CCT TRA
5	Chapter 5: Location, Space, and Distances	CLO1-2	T2, P2	Navigating the physical and digital workplace. Covers vocabulary and prepositions related to office layouts, giving directions within a building, and describing		SDA HRA CCT TRA

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Week	Topic	CLOs	Hours	Learning activities, teaching media (if any)	Test flowchart	Lecturer
				distances between corporate branches or logistics hubs.		
6	Chapter 6: Requesting Information in Business	CLO1-2	T2, P2	Developing inquiry skills. Focuses on forming polite formal questions, writing basic information-request emails, and asking clarifying questions during workplace interactions.		SDA HRA CCT TRA
7	Chapter 7: Numbers, Metrics, and Price Quotes	CLO1-2	T2, P2	Handling financial and numerical data. Students learn to read, say, and write large numbers, percentages, currencies, and fractions, culminating in the ability to present and understand basic price quotes.		SDA HRA CCT TRA
8	Midterm Examination	CLO1-2	1.30		M(60 items)	SDA HRA CCT TRA
9	Chapter 8: Workplace Telephony: Part 1 (The Basics)	CLO2	T4, P0	Essential telephone etiquette. Covers standard phrases for answering calls, putting clients on hold, taking accurate written messages, and transferring calls to other departments.	A	SDA HRA CCT TRA

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Week	Topic	CLOs	Hours	Learning activities, teaching media (if any)	Test flowchart	Lecturer
10	Chapter 9: Workplace Telephony: Part 2 (Handling Challenges)	CLO2	T2, P2	Advanced phone communication. Students learn how to manage communication breakdowns over the phone, politely ask for spelling or repetition, and handle basic customer inquiries or complaints.		SDA HRA CCT TRA
11	Chapter 10: Business Travel Logistics: Flight Reservations	CLO2-3	T2, P2	Navigating international travel requirements. Focuses on vocabulary for booking flights online or via phone, understanding itineraries, checking in, and discussing baggage allowances or flight delays.	A	SDA HRA CCT TRA
12	Chapter 11: Business Travel Logistics: Hotel Reservations	CLO2-3	T2, P2	Booking and managing accommodations. Students learn phrases for reserving hotel rooms, asking about amenities, checking in/out, and writing polite emails to request changes to a reservation.	A	SDA HRA CCT TRA
13	Chapter 12: Corporate Hospitality and Ordering Food	CLO2-3	T2, P2	The language of business dining and entertainment. Covers making restaurant reservations, hosting international clients, interpreting menus, dietary	A	SDA HRA CCT TRA

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				restriction vocabulary, and ordering meals smoothly.		
14	Chapter 13: Digital Collaboration and Modern Workspace Tools	CLO2-3	T2, P2	Enhancing digital literacy. This chapter focuses on communication etiquette within virtual environments (Zoom/Teams), collaborating on shared cloud documents, and writing concise, professional instant messages (Slack/Chat).		SDA HRA CCT TRA
15	Chapter 14: Final Course Synthesis and Group Project Presentations	CLO3	T2, P2	Capstone week. Students work in teams to present a business travel and communication simulation that integrates reservations, scheduling, and digital tools, demonstrating their readiness for future workplace learning.	A	SDA HRA CCT TRA
16	Final Review	CLO2-3	T4, P0		Q(Post-test) (30 items)	SDA HRA CCT TRA
17	Final Examination	CLO2-3	1.30		F(60 items)	SDA HRA CCT TRA

Remarks:

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1. *T stands for Theoretical Part, and P stands for Practical Part.*
2. *Indicate the abbreviation of the instructor's name XXX First Name Last Name, e.g., NTP: Assistant Professor Dr. Nattapat*
 SDA Ajarn Sareeya do Amaral, Ph.D.
 HRA Ajarn Hassan Raza
 CCT Ajarn Catherine Cosme Talawan
 TRA Ajarn Thamrong Rattanapharanudej
3. *Teaching Activities refer to the activities and materials used by the instructor to facilitate learning, and Learning Activities refer to the activities that the instructor must determine and assign in the classroom (or outside the classroom) to enable students to gain “learning experiences” on their own.*
4. *Indicate the abbreviations for the test schedule, e.g., Q: Quiz, A: Assignments, M: Midterm Exam.*

2. Evaluation Plan (Specify the evaluation week)

Evaluation Methods	Percentage	CLO 1	CLO 2	CLO 3
Quiz	10%	Week 1		Week 16
Assignment	30%	Week 1, 5	Week 7, 10	Week 12, 14
Presentation	10%		Week 16	
Midterm examination	20%	Week 8		
Final examination	20%	Week 17		
Attendance & Participation	10%	Week 1-17		

3. Evaluation Flowchart (A test blueprint specifies the topics and the number of test questions/assessments/assignments.)

Topics/Details	Percentage	CLO 1	CLO 2	CLO 3
Quiz	10%	30 items	30 items	
Assignment	30%	2 tasks	2 tasks	2 tasks
Presentation	10%		1 task	
Midterm examination	20%	60 items		
Final examination	20%	60 items		
Attendance & Participation	10%	Ongoing assessment		

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4. Grade Criteria (เกณฑ์ประเมินผลการเรียน)

Student's Score (%)	Grade	Meaning
86 – 100	A	Excellence
82 – 85	A-	Almost Excellent
78 – 81	B+	Very Good
74 – 77	B	Good
70 – 73	B-	Fairly Good
66 – 69	C+	Fair
62 – 65	C	Satisfactory
58 – 61	C-	Minimum Satisfactory
54 – 57	D+	Almost Poor
50 – 53	D	Below Poor
46 – 49	D-	Very Poor
0 – 45	F	Failure

5. Criteria for evaluating the achievement of learning outcomes at the course level.

เกณฑ์ประเมินการบรรลุผลลัพธ์การเรียนรู้ระดับรายวิชา

Levels of achievement	Achievement criteria	Description
Achieved level 3 result	At least 80% of students are in one of the following categories: "Level 2 meets expectations" or "Level 3 exceeds expectations".	This highlights exceptional learning outcomes, as the majority of learners not only meet but exceed expectations. They achieve scores that surpass the standard and effectively demonstrate their ability to apply knowledge in complex situations.

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 Communication

Credit (หน่วยกิต) 3 credits

Course level (ชั้นปีที่) 1st Year Undergraduate

Program (หลักสูตร) Management Science

Faculty/College (คณะ/วิทยาลัย) Faculty of Management Science

Achieved level 2 result	60-79% of students are in one of the following categories: "Level 2 meets expectations" or "Level 3 exceeds expectations"	This assessment indicates that the learning outcomes align with established expectations. The majority of learners successfully met the minimum objectives, demonstrating a proficient level of understanding and the effective application of knowledge.
Achieved level 1 result	Less than 60% of students are in one of the following categories: "Level 2 meets expectations" or "Level 3 exceeds expectations"	This assessment indicates that the learning outcomes are not meeting the expected standards. A majority of learners have not reached the desired level of achievement, suggesting that additional learning and development opportunities are required to enhance their knowledge and skills.

หมวด 5 สื่อการเรียนรู้และสิ่งสนับสนุนการเรียนรู้

Section 5 Learning Resources and Support Facilities

1. Learning Resources and Support Materials

1.1 Teaching materials

- *Course Pack & Handouts:* Custom lecture slides and worksheets on business vocabulary, reservation templates, and numeric expressions.
- *Multimedia Presentations:* Weekly interactive slides with audio clips for listening practice and video examples of self-introductions.
- *Rubrics & Self-Assessment:* Criteria for peer feedback, reflective journal templates, and public speaking evaluation matrices for self-directed learning.

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1.2 Books, textbooks, or learning resources from the library

Core Textbooks (Available in General Collection / Language Section):

- Brieger, N., & Comfort, J. (2011). Early business contacts. York Associates. (SSRU Library Call No. PE1115 B75)
- Emerson, P. (2014). Business English framework. Cambridge University Press. (SSRU Library Call No. PE1115 E53)

Supplementary Textbooks & Reference Books:

- Grant, D., Hughes, J., & Turner, R. (2016). Business result: Elementary students' book. Oxford University Press.
- Lougheed, L. (2019). Longman Preparation Series for the TOEIC Test: Listening and Reading (Introductory Course) (6th ed.). Pearson Education. (Highly utilized resource in SSRU Library for 1st-year foundational language metrics)
- Swee, H. C., & Prapaporn, S. (2018). English for business communication. Faculty of Humanities and Social Sciences, Suan Sunandha Rajabhat University. (Internal institutional resource mapping local curriculum standards)

Digital & Electronic Resources (SSRU Library E-Databases):

- EBSCOhost / Academic Search Ultimate: Accessible via the SSRU Library single-search gateway for research articles on task-based business communication methods.
- ProQuest Ebook Central / IG Library: Institutional subscription-based digital books used for sourcing supplementary business reading comprehension and vocabulary lists.

1.3 Laboratory facilities

- Language Laboratory / Multimedia Room: Equipped with individual headsets and audio recording software (e.g., Audacity), the room allows students to practice telephone conversations, record their pronunciation, and complete active listening modules.
- Smart Classroom / Presentation Suite: A venue featuring a podium, microphone, and recording equipment to simulate real-world corporate presentation spaces for the Chapter 15 group projects.

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1.4 Websites, software, or equipment

- *Learning Management System (LMS)*: Platforms such as Moodle, Canvas, and Google Classroom are used for submitting assignments, accessing digital resources, and tracking weekly progress.
- *Collaborative & Productivity Software*: Microsoft Office 365 (including Word and PowerPoint) and Google Workspace (including Docs and Slides) facilitate real-time group collaboration on project materials.
- *AI-Assisted Language Tools*: Tools like Grammarly and QuillBot assist students in editing their writing, helping them identify and correct gaps in their written communication independently.
- *Online Dictionaries & Listening Channels*: The Cambridge Business Dictionary and selected business communication podcasts (such as Business English Pod) provide vocabulary support and auditory practice.

1.5 Practical training and experiential learning opportunities

- *Mock Business Simulations*: Dynamic in-class role-plays where students simulate checking in for flights, making hotel reservations, and placing corporate catering orders.
- *Peer-to-Peer Interaction Workshops*: Structured conversation circles during class where students practice networking, delivering elevator pitches, and providing formative feedback to one another.
- *Industry Case Studies*: Analyzing real-world business scenarios centered around Corporate Social Responsibility (CSR) and the Sustainable Development Goals (SDGs) to write professional inquiry emails and propose sustainable solutions.

2. Learning platform

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

3. Learning materials from external sources

External sources, for example, podcasts, websites, YouTube, Social Media, e-learning, and localized business podcasts, provide students with open-access multimedia platforms and United Nations sustainability resources to reinforce practical communication and self-directed learning outside the classroom.

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4. Research related to course learning (if any)

2.1 Research title 1:

2.2 Research title 2:

หมวด 6 การประเมินและการปรับปรุงรายวิชา

Section 6 Course Evaluation and Improvement

1. Course evaluation by students

- ☒ Course evaluation form
- ☒ Group discussions, collaborative exchange of ideas between a teacher and students
- ☒ Behavior reflections
- ☐ Online suggestion, a communication channel set up by instructors
- ☐ Other (specify).....

2. Strategies for assessing learning management

- ☒ Assessment form to evaluate instructors
- ☒ Exam results
- ☒ Review/ verification of student academic performance and learning outcomes
- ☐ Assessment by the Examination Committee
- ☒ Observation by teaching team members
- ☐ Other (specify).....

3. Improvement schemes for course implementation

- ☒ Seminars and workshops on teaching and learning
- ☐ Conducting research on learning pragmatics, both inside and outside classroom contexts
- ☐ Other (specify).....

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4. Verification of students' learning outcomes, referred to OBE 2 and 3

- ☒ Setting up a committee to inspect results of learning outcomes assessment, e.g., investigation of examination, grading, and performance appraisal
- ☒ Review of scoring and evaluation by the Faculty/ Department academic committee
- ☒ Grading verification by random check from faculty members/ experts who are not in charge of the curriculum
- ☐ Other (specify).....

5. Course review and improvement plans

- ☒ Annual course revision along with the reviewer's suggestions in item 4
- ☒ Annual course revision in consideration of student assessment and comments
- ☐ Other (specify).....



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Course Coordinator

July 3, 2026