

Course Code MIB1301

Degree Bachelor's Degree

Course Name English Writing for Business

Curriculum Revised in 2025

Credit 3(3-0-6)

Faculty/College College of Hospitality Industry Management (CHM)

Course Specification (TQF3/OBE3)

Section 1 General Information

1. Course Code and Name

Thai การเขียนภาษาอังกฤษสำหรับธุรกิจ

English English Writing for Business

2. Number of Credits

3(3-0-6) credits

3. Course Category

Major Elective 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, Room 3625

9. Date of Last Curriculum Revision

26th February 2025

10. Alignment between the course, the University's vision of "A leader in producing professionals", and the requirements for higher education standards at bachelor'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)		
Students are proficient in employing English to compose business correspondence.	Quality Education (SDG 4) and Decent Work and Economic Growth (SDG 8)	<ul style="list-style-type: none"> - autonomous learning through self-directed research, peer review processes, continuous improvement of writing portfolios, and reflective practice - fostering lifelong professional communication development essential for adapting to changing business environments 	Students utilize digital platforms for electronic business correspondence, collaborative writing tools, online business communication platforms, and digital document management systems, enhancing digital literacy crucial for modern international business operations

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Section 2 Course Description and Course Learning Outcomes: CLOs

1. Course Description

Thai

องค์ประกอบของภาษาอังกฤษธุรกิจ ทักษะการเขียนเอกสารทางธุรกิจ การเขียนอ้างอิง การใช้ศัพท์เทคนิคทางธุรกิจ การเขียนจดหมายธุรกิจในรูปแบบอิเล็กทรอนิกส์

English

Functions of business English; business writing skills; writing the references; using business technical terms; and writing electronic business correspondent

2. Number of hours spent per semester

Lecture	Practice / Workshop Fieldwork / Internship	Self-Directed Learning
48 Hours/Semester 3 Hours/Week	- Hours/Semester - Hours/Week	96 Hours/Semester 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.

4. Course Objectives

2.1 Students will identify and explain the fundamental components of business English, including formats and structure of business communication.

2.2 Students will apply business technical terminology in various business contexts.

2.3 Students will engage in practical exercises in business document writing, citation, and referencing techniques.

2.4 Students will develop business correspondence that is appropriate in tone, format, and culturally sensitive to diverse international business environments.

2.5 Students will actively participate in writing practice activities and provide constructive feedback to their peers through the process of peer review.

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5. Course Learning Outcomes (CLOs)

CLO 1 Describe components of business English and apply business technical terminology

CLO 2 Practice business documents writing, citation and referencing methods according to APA style of reference.

CLO 3 Develop business correspondence

CLO 4 Participate in writing practice activities

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

PLOs	Knowledge (K)	Skills (S)	Ethics (E)	Character (C)
PLO 1	✓			
PLO 2		✓	✓	
PLO 3				
PLO 4				
PLO 5				
PLO 6				
PLO 7				

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

Course Learning Outcomes (CLOs)

CLOs	Knowledge (K)	Skills (S)	Ethics (E)	Character (C)
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CLO1	✓			
CLO2		✓	✓	
CLO3		✓		
CLO4				✓

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
-	-

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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

LOs	Identify the result	Teaching Strategies and Feedback (Active Learning) (<u>must align with Section 2, number 6</u>)	Assessment and Evaluation Methods
CLO 1	K	- Flipped learning: pre-class reading on business document types - In-class: interactive lecture with document analysis, Group discussion	- Quiz - Assignment
CLO 2	S, E	- Flipped learning: pre-class reading on business writing principles - In-class: interactive lecture with document analysis, citation and referencing practice	- Activity: citation practice - Quiz: APA style of referencing
CLO 3	S	- Flipped learning: pre-class reading on business letter format - In-class: interactive lecture with business correspondence practice	- Activity: letter writing practice - Assignment: memo writing
CLO 4	C	- Flipped learning: practice business writing - In-class: participate in activities and respond to the peer review	- Activity: peer review practice

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

* All courses in TOF program must have a complete K S E C IT shown in LOs.

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

<p>CLO 1: Describe components of business English and apply business technical terminology</p> <p>Levels (according to Bloom's Taxonomy): Understand</p> <p>Behavior to be evaluated (Action Verb): explain, use</p>		
<p align="center">Below Expectation</p> <p align="center">Expressed Results</p> <p align="center">Below the expected criteria</p> <p align="center">(Performance 0% - 49%)</p>	<p align="center">Meet Expectation</p> <p align="center">Expressed Results</p> <p align="center">Meet the expected criteria.</p> <p align="center">(Performance 50% - 79%)</p>	<p align="center">Exceeds Expectation</p> <p align="center">Expressed Results</p> <p align="center">Higher than expected criteria</p> <p align="center">(Performance 80% - 100%)</p>
<p>The student lacks proficiency in explaining business English components and employing business technical terminology.</p>	<p>The student demonstrates proficiency in explaining components of business English and utilizing business technical terminology.</p>	<p>The student possesses a comprehensive understanding of business English components and demonstrates proficiency in employing business technical terminology across diverse business contexts.</p>

<p>CLO 2: Practice business documents writing, citation and referencing methods according to APA style of reference.</p> <p>Levels (according to Bloom's Taxonomy): Apply, Psychomotor - <i>Manipulation</i></p> <p>Behavior to be evaluated (Action Verb): practice, perform</p>		
<p align="center">Below Expectation</p> <p align="center">Expressed Results</p> <p align="center">Below the expected criteria</p> <p align="center">(Performance 0% - 49%)</p>	<p align="center">Meet Expectation</p> <p align="center">Expressed Results</p> <p align="center">Meet the expected criteria.</p> <p align="center">(Performance 50% - 79%)</p>	<p align="center">Exceeds Expectation</p> <p align="center">Expressed Results</p> <p align="center">Higher than expected criteria</p> <p align="center">(Performance 80% - 100%)</p>
<p>The student is unable to practice business document writing, citation, and referencing in APA style.</p>	<p>The student possesses the proficiency to compose business documents, citations, and references in the APA style.</p>	<p>The student effectively compiles business documents, ensuring the inclusion of citations and references in APA style, irrespective of the type of citing documents employed.</p>

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CLO 3: Develop business correspondence

Levels (according to Bloom's Taxonomy): Apply

Behavior to be evaluated (Action Verb): develop, recognize, apply, write

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 lacks the ability to identify and employ fundamental conventions of business correspondence.	The student write standard business correspondence adequately, follow appropriate formats, and use suitable tones for business contexts. They also show basic cultural awareness.	The student demonstrates sophisticated business correspondence conventions, perfectly calibrated tone for diverse international contexts, and strong cultural sensitivity and deep understanding of international business etiquette.

CLO 4: Participate in writing practice activities

Levels (according to Bloom's Taxonomy): Affective - *Responding*

Behavior to be evaluated (Action Verb): demonstrate, respond, participate

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 demonstrates limited or inconsistent participation in writing activities, offering vague or unhelpful feedback to peers without providing specific suggestions.	The student demonstrates consistent and sufficient participation in writing practice activities and provides generally constructive and helpful feedback to peers, offering specific suggestions for improvement.	The student consistently demonstrates active and enthusiastic participation in all writing activities. Furthermore, they provide highly constructive, specific, and insightful feedback to their peers, offering detailed suggestions and explanations.

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Section 4 Lesson Plan and Assessments

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

Week	Topic	CLOs	Hours	Teaching and Learning Activities and Materials.	Test Flowchart	Instructor
1	English Writing for Business Overview	CLO1	L3	Course overview, lesson plan explanation, diagnostic writing sample, and business writing principles	Icebreaking activity: writing a personal business card	NTP: Dr. Nalin
2	Functions and Types of International Business Documents	CLO1	L3	Document type analysis from multinational corporations	Quiz 1 (10): Document Types Quiz	NTP: Dr. Nalin
3	Business Writing Principles: Clarity, Conciseness, Courtesy in International Context	CLO2	L3	Interactive lecture on 7 Cs of international business writing, cross-cultural before/after examples analysis, rewriting practice	Assignment 1: Document Analysis	NTP: Dr. Nalin
4	Business Letter Format and Structure for International Correspondence	CLO3, 4	L3	Template practice, writing workshop with cultural considerations, peer comparison	Activity 1: Letter Writing Practice	NTP: Dr. Nalin
5	Writing International Business Memos and Reports	CLO2	L3	Guided practice on memo format for global teams, report structure workshop, organizational patterns (direct/indirect) for different cultures	Assignment 2: Memo Writing Task	NTP: Dr. Nalin
6	International Business Proposals and Persuasive Writing	CLO2, 4	L3	Proposal structure analysis for international markets, persuasive techniques discussion across cultures,	Activity 2: Proposal Outline	NTP: Dr. Nalin

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Week	Topic	CLOs	Hours	Teaching and Learning Activities and Materials.	Test Flowchart	Instructor
				collaborative proposal planning using digital tools		
7	Electronic Business Correspondence: International Email Etiquette	CLO3	L3	Email scenario practice with partners, subject line workshop, tone analysis	Quiz 2 (5): Email Etiquette Quiz	NTP: Dr. Nalin
8	Midterm Exam	CLO1, 2, 3	L3	Midterm exam	M (20 items)	NTP: Dr. Nalin
9	Professional Email Writing: Various International Contexts	CLO3	L3	Email writing workshop: international inquiries, complaints, requests, confirmations; quick response exercises for different time zones and cultures	Assignment 3: Email Portfolio	NTP: Dr. Nalin
10	International Business Technical Terminology	CLO1	L3	Industry-specific vocabulary study across sectors (finance, trade, logistics), context clues practice, terminology glossary development for international business	Quiz 3 (15): Terminology Quiz	NTP: Dr. Nalin
11	Citation Methods: APA and MLA in Business Documents	CLO2, 4	L3	Citation practice using Zotero/Mendeley, avoiding plagiarism workshop	Activity 3: Citation Practice Worksheet	NTP: Dr. Nalin
12	Integrating Sources and References in Business Writing	CLO2	L3	Annotated bibliography creation, paraphrasing vs. quoting, synthesis writing practice	Assignment 4: Annotated Bibliography	NTP: Dr. Nalin
13	Editing and Revising Business Documents	CLO4	L3	Peer review training, revision strategies, common errors workshop, editing checklist development	Activity 4: Peer Review	NTP: Dr. Nalin

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Week	Topic	CLOs	Hours	Teaching and Learning Activities and Materials.	Test Flowchart	Instructor
14	Professional Ethics and Cross-Cultural Communication in Business Writing	CLO2, 4	L3	Case studies on international business communication ethics and cultural misunderstandings, discussion on honesty and transparency across cultures, audience responsibility in diverse contexts	Activity 5: Ethics and Cultural Case Analysis	NTP: Dr. Nalin
15	Portfolio Development and Reflection	CLO2	L3	Portfolio compilation, before/after comparison, self-assessment, professional development planning	Activity 6: Reflection poll	NTP: Dr. Nalin
16	Review and Final Exam Preparation	CLO1, 2, 3	L3	Comprehensive review session	Final review	NTP: Dr. Nalin
17	Final Exam	CLO1, 2, 3	L3	Written final exam	F (40 items)	NTP: Dr. Nalin

2. Assessment Plan (specify the week of assessment)

Measurement and Evaluation	Ratio	CLO 1	CLO 2	CLO 3	CLO 4
Subtest (Q)	10%	Week 2, 10	-	Week 7	-
Assignment (A)	40%	-	Week 3, 5	Week 9, 12	-
Activities Participation (P)	10%	-	Week 6, 11, 14, 15	Week 4,	Week 4, 6, 11, 13, 14
Midterm Exam (M)	20%	Week 8	Week 8	Week 8	-
Final Exam (F)	20%	Week 17	Week 17	Week 17	-

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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
Subtest (Q)	10%	25 items	-	5 items	-
Assignment (A)	40%	-	2 tasks	2 tasks	-
Activities Participation (P)	10%	-	4 tasks	1 task	5 tasks
Midterm Exam (M)	20%	5 items	3 items	3 items	-
Final Exam (F)	20%	3 items	10 items	7 items	-

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
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.

Section 5 Learning Resources and Support Facilities

1. Learning Materials and Learning Aids

1.1 Teaching Materials

Bovée, C. L., & Thill, J. V. (2023). *Business communication today* (15th ed.). Pearson Education.

Cardon, P. W. (2021). *Business communication: Developing leaders for a networked world* (4th ed.). McGraw-Hill Education.

Chaney, L. H., & Martin, J. S. (2014). *Intercultural business communication* (6th ed.). Pearson Education.

Guffey, M. E., & Loewy, D. (2023). *Business communication: Process and product* (10th ed.). Cengage Learning.

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

Guffey, M. E., & Loewy, D. (2022). *Business communication: Process and product* (10th ed.). Cengage Learning.

Locker, K. O., & Kaczmarek, S. K. (2021). *Business communication: Building critical skills* (8th ed.). McGraw-Hill Education.

Ober, S. (2020). *Contemporary business communication* (9th ed.). Cengage Learning.

1.3 Laboratory

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1.4 Website, Software, or Devices

Writing Assistance Tools

<https://prowritingaid.com>

<https://hemingwayapp.com>

<https://languagetool.org>

<https://www.zotero.org>

<https://www.mendeley.com>

Collaboration Tools

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Google Workspace for Education (<https://edu.google.com>)

Microsoft 365 Education (<https://www.microsoft.com/education>)

Padlet (<https://padlet.com>)

Business Writing Resources

Purdue Online Writing Lab (OWL) (<https://owl.purdue.edu>)

Writing Commons (<https://writingcommons.org>)

Harvard Business Review - Communication (<https://hbr.org/topic/communication>)

Assessment and Feedback Tools

Google Forms (Part of Google Workspace)

Microsoft Forms (Part of Microsoft 365)

Quizizz (<https://quizizz.com>)

1.5 Practical Training and Internship Location

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2. Learning Platform

Google Classroom: <https://classroom.google.com/c/ODExODY1NTlyMTc1?cjc=owzybita>

Class code: owzybita

3. Learning materials from external sources

Website

<https://study.com/academy/lesson/video/business-documents-policies-procedure-manuals-more.html>

<https://www.sbam.org/the-7-cs-of-communication/>

<https://birdeye.com/blog/business-letter-format-and-examples/>

<https://www.wallstreetenglish.com/blog/how-to-write-formal-emails-in-english/>

YouTube Channels

Harvard Business School

LinkedIn Learning

English with Lucy

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

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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

- 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

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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: 7th October 2025