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Siam University, Thailand
International College
Language Center International College (LCIC)
Course Syllabus

1. General Information
Course Code: 117-403 **Course Name:** English for Profession
Type of Subject: General Education
Credit: 3 (3-0-6)
Semester:
Prerequisite: 117-402 Advanced English or B2+ level
Lecturer:
Email:

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2. Course Description:
Develop English communication and presentation skills for academic and professional purposes; apply critical thinking and problem-solving skills; sustainable practices, and environmentally friendly business strategies; engage in cross-cultural communication for effective collaboration; utilize AI-enhanced presentations; explore tools for language learning and continuous professional development to pave the way for a successful career path.

3. Course Objectives:

1. **Develop Advanced English Communication Skills:**
   - Enhance students' ability to communicate effectively in English in both academic and professional settings, focusing on clear, concise, and impactful communication.
2. **Enhance Presentation Skills:**
   - Equip students with the skills needed to deliver persuasive and well-structured presentations, using appropriate language, tone, and visual aids.
3. **Apply Critical Thinking and Problem-Solving:**
   - Foster the ability to apply critical thinking and problem-solving skills in professional contexts, enabling students to analyze situations, develop solutions, and make informed decisions.
4. **Promote Sustainable Practices and Environmentally Friendly Strategies:**
   - Introduce students to sustainable practices and environmentally friendly business strategies, and encourage their application in professional scenarios.
5. **Foster Cross-Cultural Communication:**
   - Develop students' ability to engage in cross-cultural communication, enhancing their capacity to collaborate effectively in diverse professional environments.
6. **Utilize AI-Enhanced Tools:**
   - Explore the use of AI-enhanced tools and technologies for language learning and professional development, preparing students for future advancements in their careers.

7. **Prepare for Continuous Professional Development:**
    - Encourage lifelong learning and continuous professional development through the exploration of relevant tools, resources, and strategies.

4. Learning Outcome:

It is expected that, on completion of this course, the students will be able to:

1. Develop advanced English communication and presentation skills tailored to academic and professional settings.
2. Apply critical thinking and problem-solving strategies to complex scenarios in professional contexts.
3. Implement sustainable and environmentally friendly practices in business strategies and communication.
4. Engage effectively in cross-cultural communication to enhance collaboration in diverse professional environments.
5. Utilize AI-enhanced tools and language learning resources for continuous professional development and career advancement.

Expected level: CEFR C1 (Can understand a wide range of demanding, longer texts, and recognize implicit meaning. Can express him/herself fluently and spontaneously without much obvious searching for expressions. Can use language flexibly and effectively for social, academic, and professional purposes. Can produce clear, well-structured, detailed text on complex subjects, showing controlled use of organizational patterns, connectors, and cohesive devices.)

5. Course outline and lesson learning outcome:

Week	Lesson Topic	Lesson learning outcome	Class Activity & Assessment Methods	References
1	**Introduction to English for Profession**	- Pre-test 1. Understand course structure, objectives, and expectations.	- EF SET: efset.org (15 minutes) Student Survey	
2	**Advanced Communication Skills:** Developing Effective Communication Skills in	1. Demonstrate advanced communication techniques for various professional scenarios.	**Class Activity:** Role-playing common workplace interactions. **Assessment Method:** Peer feedback and instructor evaluation.	**Reference:** *Advanced Communication Skills by MTD Training & Ventus Publishing*

Week	Lesson Topic	Lesson learning outcome	Class Activity & Assessment Methods	References
	Professional Settings		.	
3	**Critical Thinking in Professional Contexts:** Applying Critical Thinking to Professional Decision-Making	1. Use critical thinking strategies to solve complex problems in professional settings.	**Class Activity:** Case study analysis and group discussion. **Assessment Method:** Group presentation and written analysis.	**References:** *Cambridge Academic English: Advanced C1*, Unit 1 (Advertising and critical thinking) Cottrell, S. (2017). *Critical Thinking Skills: Effective Analysis, Argument, and Reflection*. Macmillan International Higher Education. Fisher, A. (2011). *Critical Thinking: An Introduction*. Cambridge University Press.
4	**Sustainable Practices in Business Communication:** Integrating Sustainability in Professional Communication	- Progressive test 1. Understand and implement sustainable practices in professional communication.	- EF SET: efset.org (15 minutes) **Class Activity:** Workshop on creating sustainable business communication strategies. **Assessment Method:** Creation of a sustainable communication	**References:** Guffey, M. E., & Loewy, D. (2018). *Essentials of Business Communication* (10th ed.). Cengage Learning. Epstein, M. J., & Buhovac, A. R. (2014). *Making Sustainability Work: Best*

Week	Lesson Topic	Lesson learning outcome	Class Activity & Assessment Methods	References
			plan.	*Practices in Managing and Measuring Corporate Social, Environmental, and Economic Impacts*. Berrett-Koehler Publishers.
5	**Cross-Cultural Communication** : Enhancing Cross-Cultural Communication in Professional Settings	1. Demonstrate effective cross-cultural communication skills.	**Class Activity:** Simulation of cross-cultural interactions and negotiations. **Assessment Method:** Peer review and instructor feedback.	**Reference:** Meyer, E. (2014). *The Culture Map: Breaking Through the Invisible Boundaries of Global Business*. PublicAffairs. Lewis, R. D. (2010). *When Cultures Collide: Leading Across Cultures*. Nicholas Brealey Publishing.
6	**AI-Enhanced Presentations:** Utilizing AI Tools for Professional Presentations	1. Use AI tools to enhance the quality and impact of professional presentations.	**Class Activity:** Hands-on practice with AI tools like speech enhancement and visual aids. **Assessment Method:** Evaluation of AI-enhanced presentation.	**Reference:** Reynolds, G. (2011). *Presentation Zen: Simple Ideas on Presentation Design and Delivery.* New Riders.
7	**Midterm Exam**	.	**Assessment Method:** Midterm Exam - Comprehensive assessment covering Weeks 1-6.	

Week	Lesson Topic	Lesson learning outcome	Class Activity & Assessment Methods	References
8	**Innovation and Problem-Solving :** Fostering Innovation through Problem-Solving Strategies	1. Develop innovative solutions to challenges in professional contexts.	**Class Activity:** Group brainstorming sessions and problem-solving workshops. **Assessment Method:** Group project and presentation..	**Reference:** *Cambridge Academic English: Advanced C1*, Unit 2 (Innovation and invention) Schilling, M. A. (2020). *Strategic Management of Technological Innovation* (6th ed.). McGraw-Hill Education.
9	**Communication Challenges in Professional Settings:** Navigating Communication Barriers in the Workplace	1. Identify and overcome common communication challenges in professional environments.	**Class Activity:** Role-play scenarios with communication obstacles. **Assessment Method:** Reflection paper and peer feedback..	**Reference:** *Business and Professional Communication.(4th Edition)* SAGE Publications
10	**IT in Professional Communication:** Leveraging IT for Enhanced Business Communication	1. Utilize IT tools to improve communication efficiency and effectiveness.	**Class Activity:** Practical sessions on using IT tools for communication. **Assessment Method:** Project submission on IT-enabled communication.	**Reference:** *Business and Professional Communication.(4th Edition)* SAGE Publications
11	**English for Marketing Communication and Consumer Engagement:** Crafting Effective Marketing Messages **(This topic can**	1. Create marketing communication strategies that engage and retain consumers.	**Class Activity:** Analysis of successful marketing campaigns and message crafting. **Assessment Method:** Creation of a marketing communication piece.	**Reference:** *Introduction to Marketing Communications,* Pearson

Week	Lesson Topic	Lesson learning outcome	Class Activity & Assessment Methods	References
	be changed in order to match with students major)			
12	**Professional Writing Skills:** Mastering Professional Writing for Reports, Emails, and Proposals	- Progressive test 1. Produce clear, concise, and professional written communication.	- EF SET: efset.org (15 minutes) **Class Activity:** Writing workshops focusing on different professional formats. **Assessment Method:** Submission of a professional document (e.g., report or proposal).	**Reference:** *Cambridge Academic English: Advanced C1*, Unit 9 (Families and relationships)
13	**Ethical Communication in Professional Contexts:** Ethics and Integrity in Professional Communication	1. Employ effective networking strategies for career advancement.	**Class Activity:** Case studies on ethical dilemmas in communication. **Assessment Method:** Written reflection and group discussion.	**Reference:** *Cambridge Academic English: Advanced C1*, Unit 8 (Criminology)
14	**Final Presentation Preparation:** Integrating Course Concepts into Professional Practice	1. Apply all learned skills to create a final presentation.	**Class Activity:** Workshop on creating and refining presentations. **Assessment Method:** Peer and instructor feedback on draft presentations.	**Reference:** *Cambridge Academic English: Advanced C1*, Unit 10 (Communicating science)
15	**Final Presentations and Course**	- Post-test 1. Deliver a final presentation demonstrating course	- EF SET: efset.org (50 minutes) **Class Activity:**	

Week	Lesson Topic	Lesson learning outcome	Class Activity & Assessment Methods	References
	Wrap-Up	learnings and reflect on personal growth.	Final presentations and course reflection. **Assessment Method:** Evaluation of final presentations and reflective essays.	

6. Learning Resources:

Textbook & References:

- *Cambridge Academic English: Advanced C1* (Cambridge University Press)
- *Advanced Communication Skills by MTD Training & Ventus Publishing*
- *The Essentials of Business Etiquette* by Barbara Pachter (Amacom)
- *Critical Thinking: A Concise Guide* by Tracy Bowell and Gary Kemp (Routledge)
- *Sustainability: A Systems Approach* by John H. Spengler (Routledge)
- *AI-Powered Presentations: A Guide to Leveraging Artificial Intelligence* by Michael A. Cohn (Springer)
- Cottrell, S. (2017). *Critical Thinking Skills: Effective Analysis, Argument, and Reflection*. Macmillan International Higher Education.
- Fisher, A. (2011). *Critical Thinking: An Introduction*. Cambridge University Press.
- Guffey, M. E., & Loewy, D. (2018). *Essentials of Business Communication* (10th ed.). Cengage Learning.
- Epstein, M. J., & Buhovac, A. R. (2014). *Making Sustainability Work: Best Practices in Managing and Measuring Corporate Social, Environmental, and Economic Impacts*. Berrett-Koehler Publishers.
- Meyer, E. (2014). *The Culture Map: Breaking Through the Invisible Boundaries of Global Business*. PublicAffairs.
- Lewis, R. D. (2010). *When Cultures Collide: Leading Across Cultures*. Nicholas Brealey Publishing.
- Reynolds, G. (2011). *Presentation Zen: Simple Ideas on Presentation Design and Delivery.* New Riders.
- Schilling, M. A. (2020). *Strategic Management of Technological Innovation* (6th ed.). McGraw-Hill Education.
- *Business and Professional Communication.* McGraw-Hill Education.

7.Teaching and Learning Methods:

1. Lectures and classroom discussions: students are provided with lecture presentations via Google Classroom and the *course syllabus* at the beginning of the course.
2. Visual/ audio aids: Video clips or audio tracks illustrating the course topics will be presented in the class.

8. <u>Assignment and assignment presentation</u>: students learn to conduct teamwork or pair work assignments. They are asked to use active learning as a part of their learning process in class. They are also guided to make the final presentation.

9. Time Distribution and Study Load:

Lecture and classroom discussion	45	hours
Assignments	20	hours
Consultation sessions (if needed)	5	hours
Student self-study	45	hours
Preparation for mid-term, final exam or final presentation	10	hours

10. Evaluation Scheme:

Class attendance and participation	10
Assignments	20
Midterm Exam (Close book)	20
Final Exam (Closed book)	30
Final Presentation & Project	20

*** Instructor(s) will have the right to conduct additional viva sessions if student(s) show or suspect copying from others.
** Students are not allowed to bring any notes, electronic devices, or books to the exam hall

11. Rubrics for presentation, class activity, discussion

1. Listening Comprehension

Criterion	Needs Improvement (0)	Fair (1)	Good (2)	Excellent (3)
Understanding	Misunderstands most key points	Understands some key points	Understands most key points	Fully understands all key points
Accuracy	Many errors in answers	Some errors in answers	Few errors in answers	Accurate answers
Detail	Lacks detail	Some detail provided	Good detail provided	Detailed and comprehensive

Scoring: Needs Improvement = 0, Fair = 1, Good = 2, Excellent = 3

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2. Reading Comprehension

Criterion	Needs Improvement (0)	Fair (1)	Good (2)	Excellent (3)

Understanding of Key Points	Misunderstands or omits key points	Some understanding of key points	Good understanding of key points	Comprehensive understanding of all key points
Clarity of Summary	Unclear or disorganized	Somewhat clear but lacking organization	Clear and organized	Exceptionally clear and well-organized
Use of Evidence	Little to no evidence	Some evidence used	Good use of evidence	Excellent use of relevant evidence

Scoring: Needs Improvement = 0, Fair = 1, Good = 2, Excellent = 3

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3. Spoken Interaction

Criterion	Needs Improvement (0)	Fair (1)	Good (2)	Excellent (3)
Fluency	Frequent pauses, hesitant	Some pauses, occasional hesitation	Generally fluent, minor hesitations	Fluent, spontaneous, smooth delivery
Effectiveness	Ineffective, struggles to convey ideas	Some effectiveness, but unclear at times	Effective communication, mostly clear	Highly effective, clear, and impactful
Adaptability	Limited ability to adapt language	Some adaptation to context	Good adaptability to context	Highly adaptable and context-aware

Scoring: Needs Improvement = 0, Fair = 1, Good = 2, Excellent = 3

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4. Spoken Production

Criterion	Needs Improvement (0)	Fair (1)	Good (2)	Excellent (3)
Clarity	Unclear and disorganized	Some clarity but lacks organization	Generally clear and well-organized	Very clear and highly organized
Detail	Lacks detail and depth	Some detail provided	Good detail and depth	Extensive detail and depth
Integration of Ideas	Poor integration of sub-themes	Some integration but lacks coherence	Good integration of sub-themes	Excellent integration and coherence

Scoring: Needs Improvement = 0, Fair = 1, Good = 2, Excellent = 3

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5. Writing

Criterion	Needs Improvement (0)	Fair (1)	Good (2)	Excellent (3)
Clarity and Structure	Unclear and poorly structured	Some clarity and structure	Clear and well-structured	Very clear and excellently structured
Content and Detail	Lacks content and detail	Some content and detail	Good content and detail	Comprehensive content and detail
Style and Appropriateness	Inappropriate style for audience	Some appropriateness, but inconsistent	Generally appropriate style	Highly appropriate and effective style

Scoring: Needs Improvement = 0, Fair = 1, Good = 2, Excellent = 3

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6. Overall Course Project

Criterion	Needs Improvement (0)	Fair (1)	Good (2)	Excellent (3)
Integration of Course Concepts	Minimal integration of concepts	Some integration but lacks coherence	Good integration of concepts	Excellent and coherent integration
Presentation Skills	Poor presentation skills	Some effective presentation skills	Good presentation skills	Excellent presentation skills
Relevance and Impact	Limited relevance and impact	Some relevance and impact	Good relevance and impact	Highly relevant and impactful

Scoring: Needs Improvement = 0, Fair = 1, Good = 2, Excellent = 3

Each rubric evaluates specific aspects of performance and aligns with the CEFR C1 level requirements to ensure comprehensive assessment of student skills.

12. Expected Course Learning Outcome

Lesson Learning Outcomes with Course Learning Outcome

Lesson Learning Outcome (LLO)	Course Learning Outcome (CLO)
LLO 2,9,11,12,14,15	1. Develop advanced English communication and presentation skills tailored to academic and professional settings.
LLO 3,8,13,15	2. Apply critical thinking and problem-solving strategies to complex scenarios in professional contexts.
LLO 4,15	3. Implement sustainable and environmentally friendly practices in business strategies and communication.
LLO 5,15	4. Engage effectively in cross-cultural communication to enhance collaboration in diverse professional environments.
LLO 6,10,14,15	5. Utilize AI-enhanced tools and language learning resources for continuous professional development and career advancement.

13. Expected CEFR Level: C1

	C1	Description	Lessons (Week no.)	Assessment Method
Understanding	**Listening**	I can understand extended speech even when it is not clearly structured and when relationships are only implied and not signaled explicitly. I can understand television programs and films without too much effort.	1	**Week 1:** Participation in discussions - Understanding extended speech about course structure and expectations.
	Reading	I can understand long and complex factual and literary texts, appreciating distinctions of style. I can understand specialized articles and longer technical instructions, even when they do not relate to my field.	4, 11, 13	**Week 4:** Assignments on sustainable business communication - Understand complex texts on sustainability. **Week 11:** Assignments on marketing strategies - Understand specialized articles on marketing strategies. **Week 13:** ACase study analysis - Understand complex ethical guidelines and communication standards.
Speaking	**Spoken Interaction**	I can express myself fluently and spontaneously without much obvious searching for expressions. I can use language flexibly and effectively for social and professional purposes. I can formulate ideas and opinions with precision and relate my contribution skillfully to those of other speakers.	2, 3, 5, 6, 8, 9, 14,15	**Week 2:** Peer feedback and instructor evaluation of role-plays. **Week 3:** Group discussion- Formulate ideas and opinions with precision during problem-solving discussions. **Week 5:** Role-playing cross-cultural communication
	Spoken Production	I can present clear, detailed descriptions of complex subjects integrating sub-themes, developing particular points, and rounding off with an appropriate conclusion.		

				scenarios with peer feedback. **Week 6:** Present complex subjects clearly using AI tools. **Week 8:** Group discussions - Engage in discussions to develop innovative solutions. **Week 9:** Case study discussions and analysis. **Week 14:** Presentation - Present a complex subject with clear structure. **Week 15:** Presentation - Present clear, well-structured arguments.
Writing	**Writing**	I can express myself in clear, well-structured text, expressing points of view at some length. I can write about complex subjects in a letter, an essay, or a report, underlining what I consider to be the salient issues. I can select a style appropriate to the reader in mind.	3, 4, 6, 8, 10, 11, 12, 13, 14	**Week 3:** Written analysis - Produce well-structured written solutions to professional scenarios. **Week 4:** Written assignments on sustainable business communication - Write clear and structured business strategies incorporating sustainable practices. **Week 6:** Write structured presentations integrating AI-enhanced resources. **Week 8:** Written proposals - Write about innovative solutions in professional contexts. **Week 10:** IT-based assignments and written reports. **Week 11:** Written marketing

				strategies and peer/instructor feedback. **Week 12:** Writing assignments (letters, reports, essays). **Week 13:** Writing report: write about ethical considerations in professional communication. **Week 14:** Draft presentation : prepare structured presentation materials.

14. Final Exam Question Structure:

Part 1: Listening Comprehension (45 minutes)

Description: Students will listen to recordings of dialogues, presentations, or discussions and answer questions based on their understanding.

Tasks:

1. **Multiple-Choice Questions (12 questions)**
    - Listen to a recording and select the best answer for each question.
2. **Short Answer Questions (6 questions)**
    - Listen to a longer passage and write brief answers to specific questions.
3. **Note-Taking Exercise (1 exercise)**
    - Listen to a lecture or discussion and take notes on key points. Use these notes to answer a few follow-up questions.

Assessment Criteria:

- Understanding of key points and details
- Accuracy of responses
- Ability to infer and interpret implied information

Part 2: Reading Comprehension (45 minutes)

Description: Students will read complex texts and answer questions to demonstrate their understanding.

Tasks:

1. **Multiple-Choice Questions (10 questions)**
    - Read a passage or article and choose the correct answer for each question.
2. **Summary Writing (1 text)**
    - Write a summary of a provided text, highlighting the main points and key arguments.
3. **Critical Analysis (1 text)**
    - Analyze a provided text, discussing its purpose, audience, and effectiveness.

Assessment Criteria:

- Understanding of key points and details
- Ability to summarize and analyze content
- Clarity and coherence of written responses

Part 3: Writing (90 minutes)

Description: Students will complete writing tasks that demonstrate their ability to produce clear, well-structured text on complex subjects.

Tasks:

1. **Essay (45 minutes)**
    - Write an essay on a provided topic related to sustainable business practices, critical thinking, or professional communication. The essay should be well-organized, with clear arguments and supporting evidence.
2. **Professional Document (45 minutes)**
    - Draft a professional document (e.g., report, proposal, or email) on a given topic. The document should be appropriate in style and structure for the intended audience.

Assessment Criteria:

- Clarity and organization of writing
- Depth and relevance of content
- Appropriateness of style for the intended audience

Part 4: Critical Thinking and Problem Solving (30 minutes)

Description: Students will demonstrate their ability to apply critical thinking and problem-solving skills to professional scenarios.

Tasks:

1. **Case Study Analysis (1 case study)**
    - Read a case study related to a business or professional scenario and respond to questions that require critical analysis and problem-solving.
2. **Solution Proposal (1 proposal)**
    - Based on the case study, propose solutions or strategies, justifying your recommendations with evidence and analysis.

Assessment Criteria:

- Application of critical thinking
- Quality and feasibility of proposed solutions
- Use of evidence and logical reasoning

15. Grading policy:

Following the final examination, final grades of the course will be submitted to the examination grading committee for evaluation. Based on their evaluation, the final grade distribution (to maintain the normal distribution) might be changed. However, the final marks will not be affected even if the grade range is changed. For instance, depending on the grade range set by the exam committee, an *A could become a B+ or vice versa*.

16. Grading range

This course will follow the following grading structure:

Grade *	Marks	Definition
A	90 – 100	Excellent
B+	84 – 89	Very good
B	78 – 83	Good
C+	70 – 77	Fairly good
C	63 – 69	Fair
D+	56 - 62	Poor
D	50 – 55	Very Poor
F	0 – 49	Fail
I		Incomplete
P		In Progress
W		Withdrawal

*** This is the standard grading range; however, the grade range can be changed depending on the final exam evaluation committee.*

17. Student's Appeal Policy for grading

Request to recheck the marks: Students will get the final marks within 1 week after the final examination. It will be displayed via Moodle or you will be emailed individually to your email (**ID-based email only).** If students have any doubts about their exam marks, it is the student's duty to contact the teacher within 1 week of the marks release date. Grades will not be changed after this period, as the final grading committee will evaluate all results within the provided period.

18. Attendance/Participation

Attendance will be taken during the class and will have an effect on the grade. Students must attend 80% of the class. Students must have to sign the attendance sheet for the record. If the student is ill or has any family emergency, and is unable to attend the class, the student must have to send an email to the lecturer before the class about the absence and the expected time of return. Furthermore, it is expected that the students will participate in class by discussing and showing his/her own ideas and opinions relating to the topics. Class discussion and in-class activities will be noted and reflected in final course grades.

19.Instructor(s):

1. _____

Date Submitted to the committee:

_____

Curriculum Committee Recommendations to instructor(s): _____

Program Level (Dean/Director) Approval: _____

Date: …./……./…….