

**Course Specification**

# Subject Code ITT1205 Title Doing Business in China and Taiwan

**International Trade Innovation, College of Innovation and Management**

**Suan Sunandha Rajabhat University Semester 03 Year 2020**

**Section 1 General Information**

1. **Subject Code and Title Section**

**Subject Code** ITT1205

**Subject title in English**: Doing Business in China and Taiwan

 **2. Number of Credits** 3(3-0-6)

 **3. Subject Course**

 **3.1 Curriculum Type** Bachelor of Business Administration

 (International Trade Innovation)

 (International Program)

 **3.2 Subject Type** Major Requirement Courses: General Courses

 **4. Responsible Lecturer**

**4.1 Subject Representative Lecturer** Miss Oraphan Decha

**4.2 Teacher** Miss Oraphan Decha

 **5. Contact Point** E – Mail: Oraphan.de@ssru.ac.th

 **6. Semester / Academic Year**

**6.1 Semester** 1/2020

**6.2 Available for** 10 persons

 **7. Pre-requisite subject** (If any) No

 **8. Co-requisite subject** (If any) No

 **9. Study Location** Suan Sunandha Rajabhat University

 **10. Date of preparation or revision** July 07, 2020

**Section 2: Goals and Objectives**

 **1. Subject’s Goals**

 Study the nature and business environment, the geography of Taiwan and dialogue partners, economic, cultural, philosophical beliefs and lifestyles patterns that affect the management of international trade in Taiwan and dialogue partners, as well as problems and opportunities in Taiwan and dialogue partners.

1. **The objectives in developing / updating the course.**

 Provide students with basic knowledge of English. Be prepared for intelligence to bring knowledge and understanding. Using English as a communication tool, including the basis for searching for information, is the basis for learning other relevant subjects. And higher education develops extracurricular search and self-study skills through the network and electronic system. Learners can practice the language in different contexts using learner-centered learning activities, including adjustment and exercises.

**Section 3: Description and Work Implementation**

1. **Course Description**

 Study the nature and business environment, the geography of Taiwan and dialogue partners, economic, cultural, philosophical beliefs and lifestyles patterns that affect the management of international trade in Taiwan and dialogue partners, as well as problems and opportunities in Taiwan and dialogue partners.

 **2. Teaching Hours (per semester)**

|  |  |  |  |
| --- | --- | --- | --- |
| **Lecture (hours)** | **Additional tuition (hours)** | **Fieldwork / Training (hours)** | **Self-Study (hours)** |
| 48 (6 hours x 8 week) | - | - | 3 hours/week |

 **3. Advising Hours and Personnel Academic Advising Hours**

3.1 Consult personally at the teacher’s room, 3rd floor, College of International Trade Innovation 3.2 Consult through the phone at work / mobile number 062-591-8474

3.3 Consult via electronic mail (E-Mail) oraphan.de@ssru.ac.th

**Section 4: Learning Outcomes Development of the Students**

**1. Morality, Ethics**

**1.1 The development of morality and ethics**

(1) Self-discipline, punctuality, and high responsibility for oneself, career, and society

**1.2 Teaching Methods**

(1) Inquiry-Based Learning: This learning process is based on inquiry or asking questions. Through asking challenging questions, learners get intrinsically motivated to start delving more profoundly to find answers to these questions, and in doing so, they explore new avenues of knowledge and insight.

(2) Assigning the students to learn more outside the classroom about the issues of interest and relating to morality and ethics needed to strengthen so that the study results are used to discuss and share experiences

**1.3 Evaluation Methods**

 **(1)** Evaluation based on involvement in education, assignment, and work as a team.

**(2)** The number of reports of exam cheating

**(3)** Assessing from the student’s demonstration of their responsibility on the assigned tasks

**2. Knowledge**

**2.1 Developing Knowledge**

(1) Understand and analyze the principles and fundamental theories of International Trade Innovation.

(2) Understand and analyze the principles of other sciences related to International Trade Innovation and apply the knowledge or use it as the foundation of International Trade Innovation.

**2.2 Teaching Methods**

(1) Education with a focus on providing the students with abilities to learn in the classroom and acquire more knowledge outside the classroom

(2) Education with emphasis on the student's interest in tandem by getting the students to study more the issues of interest through the preparation of reports, determination of issues for group discussions and case studies

(3) Observing activities at prominent agencies and organizations and emphasis on public relations and corporate communications

**2.3 Evaluation Methods**

 (1) Assessment based on behaviors, interests, and involvement in education, questioning and answering questions

(2) Evaluation based on the results of the study, research, group reports, group discussions,

analysis of case studies and organizing co-curricular activities

(3) Evaluation based on the results of practicing organizing special events such as press

conferences, listening to lectures and workshops.

(4) Assessment based on the final exams, including the results of assessing the teacher at

the end of the semester

**3. Cognitive Skills**

**3.1 Developing Intellectual skills.**

(1) Ability to remember, understand, apply, analyze, synthesize, evaluate and create knowledge from the academic principles that have been studied

**3.2 Teaching Methods**

(1) Education that focuses on providing the students with abilities to learn in the

classroom and acquire more knowledge outside the classroom.

(2) Education with a focus on the student's interests in tandem by getting the students to

study the issues of interest additionally through the preparation of reports, determination of issues, group discussions and case studies.

(3) Education with emphasis on the exchange of knowledge and experiences between the

teacher and students and between the students and students

(4) Focus on practicing and participation in co-curricular activities to integrate the

knowledge into practice concretely

**3.3 Evaluation Methods**

(1) Assessment based on behaviors, interest, and participation in education, questioning and answering questions

(2) Evaluation based on the results of the study, research, group reports, group discussions, analysis case studies and reporting

(3) Evaluation of practicing and participation in co-curricular activities to integrate the knowledge

(4) Evaluation based on answering review questions of the chapter and at the end of the semester, including the results of assessing the teacher at the end of the semester

**4. Interpersonal Skills and Responsibility**

**4.1 Developing Interpersonal Skills and Responsibility**

(1) Having skills in interpersonal communication related to public relations and corporate communications, such as negotiation, persuasion, conflict management and teamwork, etc.

(3) Adjusting oneself well to the context and organizational culture in which the students take professional practice

**4.2 Teaching Methods**

(1) Incorporating experiences, including related and actual events in the society, to explain in support of education

(2) Study by analyzing case studies related to interpersonal relationships and responsibility

(3) Practicing group work such as reports, discussions, special projects, or business models

(4) Using a teaching method typical of role-playing to encourage the students to have a realistic experience

(5) Education with a focus on the exchange of knowledge and experiences between the teacher and students and between the students and students

**4.3 Evaluation Methods**

(1) Evaluation based on participation in education, questioning and answering questions

(2) Evaluation based on the analysis of case studies

(3) Evaluation based on practicing group work

(4) Evaluation based on the conclusions and results of role-playing

**5. Skills in Numerical Analysis, Communication and Using Information Technology**

**5.1 Skills in Numerical Analysis, Communication and Using Information Technology Needed to Develop.**

(2) Using information technology to collect data and producing reports together with report presentation

**5.2 Teaching Methods**

(1) Incorporating experiences as well as related and actual events in the society

(2) Study by analyzing case studies related to interpersonal relationships and responsibility

**5.3 Evaluation Methods**

(1) Evaluation based on involvement in education, questioning and answering questions

(2) Assessment based on the analysis of case studies

(3) Evaluation based on Blog Facebook, and Website assigned to the students

(4) Evaluation based on the results of learning outside the classroom and discussions to share experiences

**Notes**

The symbol  represents the main responsibility. Which will appear on the map showing the distribution of responsibilities, and learning outcome standards from the curriculum to course (Curriculum Mapping)

**Section 5: Teaching Schedule and Evaluation**

1. **แผนการสอน**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Week** | **Topic/Details** | **Hours** | **Educational Activities / Mediums for Use** | **Lecturer** |
| 1 | **Class orientation**Basic CommunicationGroup-testVocabulary  | 3 | * Self-introduction
* Course syllabus break-down
* Lecture
* Class participation
* Q&A
 | Miss Oraphan Decha |
| 2-3 | **Unit 1: Doing Business Between China and Taiwan*** 1. Reasons to Start your own business.
	2. The steps to start your business.

ActivitiesOral-testVocabulary | 3  | * Case study
* Lecture
* Class participation and presentations
* Google classroom
* Q&A
 | Miss Oraphan Decha |
| 3-4 | **Unit 2 Different types of business**VocabularyRole PlayOral test | 3 | * Case study
* Lecture
* Class participation and presentations
* Google classroom
* Q&A
 | Miss Oraphan Decha |
| 5 | **Unit 3 How to write your business plan.** 3.1 The steps to write a business plan for beginners.3.2 What is the importance of business planning?Activities in classOral-test | 3 | * Case study
* Lecture
* Class participation and presentations
* Google classroom
* Q&A
 | Miss Oraphan Decha |
| 6 | **Midterm Exam**Debating: Service Business |  | * Case study
* Lecture
* Class participation and presentations
* Q&A
 | Miss Oraphan Decha |
| 7-8 | **Unit 4 SWOT Analysis**4.1 What is SWOT Analysis?4.2 Why do most people use SWOT?4.3 Disadvantages of SWOT Analysis.4.4 SWOT Analysis steps |  | * Case study
* Lecture
* Class participation and presentations
* Google classroom
* Q&A
 | Miss Oraphan Decha |
| 9 | Business Canva Model (Oral-test)  | 3 | * Lecture
* Q&A
 | Miss Oraphan Decha |
| 10-11 | **Unit 5 Welcome the business world**5.1 What is a Business Plan?5.2 Why write a business plan?Oral testRole-play | 3 | * Lecture
* Q&A
 | Miss Oraphan Decha |
| 12-13 | **Unit 6 Outline the Business Plan**6.1 Elements of a Business Plan6.2 Types of Business Plans6.3 Tips to write a great business plan quickly and easily. | 3 | * Case study
* Lecture
* Class participation and presentations
* Q&A
 | Miss Oraphan Decha |
| 14 | **Unit 7 Culture**7.1 What is culture?7.2 Why is culture important?7.3 Culture Shock7.4 How to recognize a culture?Role-playGroup discussion | 3 | * Power point presentation
* Class participation
* Q&A

  | Miss Oraphan Decha |
| 15 | Presentation Test (oral) | 3 | * Class participation
* Q&A
 | Miss Oraphan Decha |
| 16 | Lessons revisionFinal Exam | 3 | * Q&A
 | Miss Oraphan Decha |

1. **Plan for Evaluating the Learning Outcomes**

(Specify the ways to evaluate the results of learning each sub-topic as shown on the map showing the distribution of responsibilities of the course.)

(Curriculum Mapping) as stipulated in the description of the course, the week of evaluation and the proportion of assessment)

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**Section 6: Teaching and Learning Resources**

**1. Main Textbooks and Documents**

 1) Lees, G. and Thorne, T. (1993) *English on Business*. Chancerel International Publisher.

 2) ดร. จุรี สุชนวนิช. ศัพท์ธุรกิจการค้า, สำนักพิมพ์จีนสยาม, 2555

 3) Anugkakul, G., Llego, B., Sudhadham, M., and Thitivesa, D. (2016). English for Communication and Study Skills. Suan Sunanhda Rajabhat University, Bangkok

 4) Colin Granger. Play Games with English 2, Heinemann Publishers, 1993

 5) วัชรี อนันตทรัพย์กิจ. ภาษาอังกฤษเพื่อการสัมภาษณ์งาน, เจ. บี. พับลิชชิ่ง, 2550

 6) เศรษฐวิทย์. พูดอังกฤษประสาธุรกิจ, โรงพิมพ์เม็ดทราย, 2550

 7) เรืองศักดิ์ อัมไพพันธ์. 100 Language Games, โรงพิมพ์วัฒนาพานิช, 2542

 8) สำนักพิมพ์เอ็มไอเอส. ภาษาอังกฤษเพื่อการทำงาน, โรงพิมพ์เอ็มไอเอส, 2550

 9) Rentz, K. and Lentz, P. (2014) *Lesikar’s Business Communication*. 13th edn. New York: McGraw-Hill.

**3. Suggestions**

 1) Amer, T. (2012). Cambridge English for scientists. 2 ed. Cambridge: Cambridge University Press.

2) Baker. I. (2006). Reading Comprehension Skills. Singapore: Marshall Cavendish.

3) Blanchard, Karen and Christine Root. (2006). Ready to Read More. New York: Pearson Education.

4) Caven, Miles. (2005). Reading Keys: Developing. Oxford: Macmillan Publishers Limited.

5) CholiJ, M. (1999). English Basics. United Kingdom: Cambridge University Press.

6) Longman Dictionary of Contemporary English. (1995). Essex: Longman.

7) McWhorter, Kathleen. T. (2008). Efficient & Flexible Reading. New York: Pearson Longman.

8) Richards, J.C. and Eckstut-Didier, S. (2003). Strategic Reading 1. Cambridge: Cambridge University Press.

9) Spencer, D. (2011). Gateway. MacMillan Education.

**Section 7: Evaluation and Improving the Implementation of the Course**

**1. Strategies to Evaluate the Effectiveness of the Course by Students**

1.1 The Curriculum Management Committee jointly considers the guidelines for measurement, evaluation, and exam papers.

1.2 Explaining the importance of improving the course and the roles of students to the students for evaluating the effectiveness of the course as stakeholders of course management.

1.3 Promoting evaluation of potential before and after learning by the students themselves.

1.4 Creating the atmosphere of exchanging views on the effectiveness of the course between the students and the teacher during the semester.

**2. Strategies for Teaching Assessment**

2.1 Assessment by mainly focusing on the participation of the students, e.g., consideration based on behavior and involvement of students.

2.2 Assessment by the viewpoints of the teacher such as evaluating the potential for teaching according to the stipulated teaching plan, consideration based on the teaching and learning atmosphere.

2.3 Assessment based on the student's learning outcomes.

2.4 Consideration based on the teaching assessment of students.

**3. Teaching Improvement**

3.1 Processing data from the teaching evaluation under Section 2 to summarize the weaknesses, strengths, problems, obstacles, and proposals to improve teaching.

3.2 Doing research in the classroom to develop the model and methods of teaching.

3.3 Seeking and improving the teaching techniques and mediums, including creating the teaching and learning atmosphere.

3.4 Consideration by the Curriculum Management Committee

**4. Verification of Achievement Standard of Students in the Course**

4.1 Consideration by the Curriculum Management Committee

4.2 Consideration of consistency between the learning results and the quality of group work and individual work assigned to the students throughout the semester.

4.3 Assessing the appropriateness of teaching management plan, educational activities, assignments, measurement and evaluation of learning results and description of the course and the course’s objectives 4.4 Cooperation with the teacher of the next course in evaluating the results of learning the previous course.

**5. Action to review and plan the improved effectiveness of the course**

5.1 Examination of the information from assessment under Chapter1-10 to summarize the issues that need improvement, correction, or promotion for having the enhanced standards.

5.2 Study of information about both academic and professional changes

5.3 Planning for improving the effectiveness of the course, taking action to implement and evaluate regularly.

5.4 Presentation to the Curriculum Management Committee for joint consideration.

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