



## MA30103 Foundation Mathematics 3

**Teacher** Mr. Keerthi Prabhakar  
**Contact** EP Teacher Room, 2<sup>nd</sup> Floor Colombet Bldg.  
epackeerthi@gmail.com

**Class Time** EP-M5/1: Tue, period 4; Thu, period 3  
EP-M5/2: Tue, period 7 ; Wed, period 7

**Credits** 1.0

### Course Description

Study foundation mathematics on the following topics. Sequence and series: finding the terms of finite sequence, arithmetic sequence and geometric sequence, arithmetic series and geometric series. Probability: basic principles of counting and probability of events. Use mathematical skills and processes which are problem-solving, reasoning, communications, mathematical implication and presentation, mathematical connections, and creative thinking, along with possessing the desired characteristics including 1) Love for their country, their King, and faith in their religion, 2) Be honest and upright 3) Possess discipline 4) Eager to learn 5) Be self-sufficient 6) Dedicated to work 7) Proud to be Thai 8) Have a sense of public consciousness.

### Textbook / Worksheets

*Mathematics for the International Student: Mathematics SL, 3<sup>rd</sup> Edition*  
Teacher will also provide handouts

### Course Outline & Objectives

Unit	Topic
1	<b>Sequences and Series</b> 1. Sequences 2. Arithmetic sequences* 3. Geometric sequences* 4. Series 5. Arithmetic series 6. Geometric series
2	<b>Probability</b> 1. Basic counting principle* 2. Permutation 3. Combination 4. Probability of events

### Resources

- Required
- Scientific calculator (not a phone-based application)
  - Ruler
  - Glue stick, stapler, or tape
- Suggested
- Many different coloured pens/markers/highlighters
  - Electronic Thai-English translator (not a phone-based application)



### **Academic Integrity Policy**

Students are expected to adhere to the Assumption College student handbook. There is to be no plagiarism, no copying, and no cheating of any kind. These and any other acts of academic dishonesty lower the quality of education and will not be tolerated. Students involved in any form of academic dishonesty, including any student supplying or allowing copying, will receive a zero.

Plagiarism is taking someone else's work or ideas and passing them off as one's work or ideas. Examples of plagiarism include the failure to give appropriate acknowledgement when repeating another's idea, phrase, sentence or paragraph or failure to give appropriate acknowledgement when paraphrasing any of those.

### **Behavioural Expectations**

For the sake of all the class members, students are expected to respect themselves, their classmates, the teacher, and the facilities. Students must accept responsibility for themselves and their actions. Students are expected to be ready at the start of every class (Notebooks, textbook, scientific calculator, writing utensils, etc.) and to participate throughout the lesson until class is dismissed actively.

Behaviour is monitored daily per the class rules set out at the beginning of the academic year (see the front of your notebooks). Students earn the scores they receive. At the end of the semester the average is taken and used for the student's behavior score (10%).

Additionally, all Thai students are expected to embrace the following *desired characteristics*:

- Love for the country and the King, faith in religion
- Possess discipline
- Be self-sufficient
- Proud to be Thai
- Be an AC gentleman
- Eager to learn
- Dedicated to work
- Have a sense of public consciousness.
- Be honest and upright.

### **Attendance & Tardiness**

Attendance will be taken at the start of every class. Students are expected to be in class on time, every time. Students are expected to catch up on all missed work outside class time. Unexcused absences or tardiness will not be tolerated. In the case of planned absences, please notify the teacher as soon as possible.

### **Homework & Classwork**

Homework and classwork will be assigned often and must be submitted on or before the due date. If the work is not done by the start of class, a maximum score of 15 will be possible. All late or missed assignments not turned in *before* the last week of the term will receive a zero.



## Grading

This course follows to the Assumption College grading scale:

$Final\ Score \geq 80\%$	4.0
$75\% \leq Final\ Score < 80\%$	3.5
$70\% \leq Final\ Score < 75\%$	3.0
$65\% \leq Final\ Score < 70\%$	2.5
$60\% \leq Final\ Score < 65\%$	2.0
$55\% \leq Final\ Score < 60\%$	1.5
$50\% \leq Final\ Score < 55\%$	1.0
$Final\ Score < 50\%$	0.0

## Evaluation and Assessment

The final semester grade for this course out of 100% is broken down as follows:

Quiz & Projects	20%
Home/class work	20%
Affective Domains (Behavior)	10% (program mandated)
STEM	10% (program mandated)
Midterm (Summative) Exam	20% (program mandated)
Final Exam	20% (program mandated)

## Recommendations for Success

Mathematics can be a challenging course for many students. All students are encouraged to try the following:

1. Read, read, read the course textbook. Reading the text once is often insufficient, even for native English speakers. You may need to read the material multiple times to understand. Students can responsibly manage the material and gain the most from the course by reading along at home with the lessons taught at school (typically only a few pages per night).
2. Search online, in either Thai or English, if you don't understand a topic discussed in class or to better understand the topic.
3. Get a Thai language introductory mathematics book.
4. Get a math and physics tutor. The tutor should be helping you learn, not doing the work for you!
5. Do **not** copy your classmate's work; struggle through and do the work on your own! This is how you learn!
6. See the teacher outside of class time for assistance.
7. Do more than just the bare minimum; the textbook has plenty of problems. We only have time for so many of them. Do the review questions at the end of the chapter and see the teacher for the answers.
8. Study the notes and vocabulary at least a few minutes every day, such as in homeroom or during any free time you might have in other classes.



## **MA30215 Universal Mathematics 3**

**Teacher** Mr. Shiv Kumar

**Contact** Science lab, 2<sup>nd</sup> Floor Colombet Building.  
skkumarshiv100@gmail.com

**Class Time** EP-M5/1: Wednesday Period 1, Friday Period 3  
EP-M5/2: Monday Period 4, Tuesday Period 5

**Credits** 1.5

### **Course Description**

This course builds on previous knowledge and lays the foundation for the students' further study in mathematics. We will cover many essential topics that will be necessary when the students study Calculus and higher level mathematics. Included in this course are exponential and logarithmic functions, trigonometric functions, identities and proofs, and three dimensional vectors. We will begin with exponential functions and their applications and then use these to define the logarithmic functions. Next, we will study basic trigonometry with a focus on understanding the meaning of the basic functions and their applications. We will then cover three dimensional vectors and basic vector operations. We will use vectors to model various three dimensional situations.

### **Textbook**

**Mathematics for the International Student SL** (Haese Mathematics)  
ISBN-978-1-921972-08-9

### **Course Outline & Objectives**

#### **Unit 1. Exponential Function and Logarithmic Function**

1. Exponents, Rational exponents and law of exponents Pg 82-87
2. Algebraic expansion and factorization of exponents Pg 90-91
3. Interest and Money (Class worksheet and Notes)
4. Exponential function and graphing Pg 94-101
5. Logarithmic function and graphing Pg 110-126

#### **Unit 2. Trigonometric Functions and applications** Pg 231-274

1. Sine and cosine functions Pg 236-243
2. Values of sine and cosine functions (Class worksheet and Notes)
3. Trigonometric functions in various dimensions (Class worksheet and Notes)
4. Read the value of trigonometric functions from table (Class worksheet and Notes)
5. Graphs of trigonometric functions (Class worksheet and Notes)
6. Trigonometric functions of sums and differences Pg 256-263
7. Inverse trigonometric functions (Class worksheet and Notes)
8. Sine and cosine rules (Class worksheet and Notes)

#### **Unit 3. Three Dimensional Vectors** Pg 275-342

1. Vectors Pg 276-279
2. Vector addition Pg 279-281
3. Vector subtraction Pg 281-283
4. Scalar multiplication of vectors Pg 284-286
5. Cross multiplication (Class worksheet and Notes)



## **Resources**

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|-----------|--|
| Required  | <ul style="list-style-type: none"><li>• A plastic folder for worksheets.</li><li>• White School Notebook</li><li>• Red and blue pen.</li></ul> |
| Suggested | <ul style="list-style-type: none"><li>• Many different colored pens/markers/highlighters</li><li>• Ruler</li></ul>                             |

## **Academic Integrity Policy**

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Students are expected to adhere to the Assumption College student handbook. There is to be no plagiarism, no copying, and no cheating of any kind. These and any other acts of academic dishonesty lower the quality of the education and will not be tolerated. Students involved in any form of academic dishonesty, including any student supplying or allowing the copying to take place, will receive a zero. Students should be expected to earn their scores. Scores of pass should not be given unless the student has attained sufficient knowledge to earn a passing grade.

Plagiarism is the act of taking someone else's work or ideas and passing them off as one's own work or ideas. Examples of plagiarism include the failure to give appropriate acknowledgement when repeating another's idea, phrase, sentence or paragraph, or failure to give appropriate acknowledgement when paraphrasing any of those.

## **Behavioral Expectations**

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For the sake of all the members of the class, students are expected to respect themselves, their classmates, the teacher, and the facilities. Students must accept responsibility for themselves and their actions. Students are expected to be ready at the start of every class (Notebooks, textbook, scientific calculator, writing utensils, etc.) and to actively participate throughout the lesson until class is dismissed.

Behavior is monitored every day as per the class rules that are set out at the beginning of the academic year (see the front of your note books). At the end of the semester the average is taken and used for the student's behavior score (10%). Students *earn* the scores they receive.

Additionally, all Thai students are expected to embrace the following *desired characteristics*:

- Love for the country and the King, faith in religion
- Possess discipline
- Be self-sufficient
- Proud to be Thai
- Be an AC gentleman
- Eager to learn
- Dedicated to work
- Have a sense of public consciousness
- Be honest and upright

## **Attendance & Tardiness**

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Attendance will be taken at the start of every class. Students are expected to be in class on-time, every time. Unexcused absences or tardiness will not be tolerated. In the case of planned absences, please notify the teacher in as far in advance as possible. Students are expected to catch up on all missed work outside of class time.

## **Homework & Class work**

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Homework and class work will be assigned often and must be submitted on or before the due date for a full score of 10 points. Late work without excuse will be deducted at the rate of



20% per day until the maximum possible score is zero. All work must be turned in before the last week of each term. Late work is discouraged.

### Grading

This course follows to the Assumption College grading scale:

$Final\ Score \geq 80\%$	4.0
$75\% \leq Final\ Score < 80\%$	3.5
$70\% \leq Final\ Score < 75\%$	3.0
$65\% \leq Final\ Score < 70\%$	2.5
$60\% \leq Final\ Score < 65\%$	2.0
$55\% \leq Final\ Score < 60\%$	1.5
$50\% \leq Final\ Score < 55\%$	1.0
$Final\ Score < 50\%$	0.0

### Evaluation and Assessment

The final semester grade for this course out of 100% is broken down as follows:

Class work	20%
Class Participation	10%
Note book	10%
Behavior	10%
Quizzes	10%
Midterm (Summative) Exam	20% (program mandated)
Final Exam	20% (program mandated)

### Recommendations for Success

Mathematics can be a difficult course for many students. All students are encouraged to try the following:

1. Read, read, read the course textbook. Often, reading the text once is not enough even for native English speakers. You may need to read the material multiple times to understand. By reading along at home with the lessons taught at school (typically only a few pages per night), students will be able to responsibly manage the material and gain the most from the course.
2. Search online, in either Thai or English, if you don't understand a topic discussed in class or simply to get a better understanding of the topic.
3. Get a Thai language introductory mathematics book.
4. Do **not** copy your classmates work; struggle through and do the work on your own! This is how you learn!
5. Come see the teacher outside of class time for assistance.
6. Do more than just the bare minimum; there are plenty of problems in the textbook. We only have time for so many of them. Do the review questions at the end of the chapter and see the teacher for the answers.
7. Study the notes and vocabulary at least a few minutes every day, such as in homeroom or during any free time you might have in other classes.



**HP30103 Foundation Health Studies and PE 3 (M5)**

**Teacher** Mr. Brian Mallon  
**Contact** EP Staff Office, Level 2  
bmal1332@gmail.com  
**Credits** 0.5

**Course Description**

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Students will learn to understand about the process for promoting and maintaining the efficiency of the function of digestive system, excretory system, respiratory system, and cardiovascular system, plan and recognize values of planning health care for family members, be aware of risky factors and situations to have sexual intercourse, including nightlife, matchmaking, and Internet relationships. Recognize proper problem-solving methods and skills when disappointed in love, realize proper sexual values including sexual behaviors appropriate to Thai society and culture, know how to avoid and protect oneself from risky situations to having an intentional pregnancy, recognize values of health promotion and disease prevention by following the guidelines for health promotion and disease prevention using Thai wisdom, realize and understand non-contagious diseases which are the important problems of the country and local districts, and protection and solutions for heart diseases, blood vessels, obesity, hepatic disease, realize the importance of health assessment and risky behaviors of oneself and family members. Use analytical process, explanation and demonstration, practice, and apply methods of risk reduction, health promotion, and reduction of risky behaviors of oneself and family members, propose methods for protecting consumer rights, and health products in the schools to create knowledge, understanding, and apply it to real-life situations along with having morality, ethics, honesty, disciplines, responsibility, being free from addictive substances and allurements, sense of personal responsibility to environment in one's own community including proposing methods for protecting and solving environmental problems in the community.

Study the development of methods to promote physical and motor fitness, realize the value of the promotion of physical and motor fitness, apply the plan for practicing, improving, and developing physical fitness for health and motor fitness to analyze risky situations leading to the occurrence of accidents by taking part in promoting awareness and cooperation in solving problems from personal risky behaviors affecting community using knowledge and understanding in Community Safety Laws by developing methods for preventing injuries from accidents such as project presentation to promote the strength of community security, understand the development of various kinds of drug use including personal roles in solving problems of addictive substances by recognizing various sectors giving advices and treatment for drug addicted persons, analyze negative media with provocative presenting leading to violence in the society, find methods for preventing and solving problems of violence in the society by distinguishing between creative media and negative media, and recognize principles and process of correct rescue methods. Study foundation physical education on the topics of the concept about different types of movements when playing sports, use of one's ability to increase team capacity, and play at least one type of Thai sports and international sports both individuals and teams. At the same time, students have to show movements creatively, participate in recreation activities outside schools, and use this idea to improve and develop ways of personal life and society including doing exercise and playing sports regularly and using personal ability to increase team capability, reduce ego, consider effects on other people,



sport competition with other people by practicing rights, rules, regulations, and various tactics during the competitions, showing good manners of watching, and playing sports, sportsmanship, good personalities, playing sports happily, and admiring values and beauty of sports. Use process of establishing knowledge and understanding, practical skills, problem-solving skills, decision-making skills, value to create knowledge, understanding, and apply the knowledge to real-life situations with morality, ethics, honesty, disciplines, responsibility, being free from addictive substances and allurements, democracy and justice.

### **Textbook**

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*No textbook required for this unit*

### **Health Indicators**

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1. Explain warning symptoms from disorders, and guidelines for correctly preventing diseases occurring in different systems in the body.
2. Analyze constant effects of diseases occurring in different body systems.
3. Analyze causes of improper personal practices on health care of family members.
4. Realize the importance of personal practices to take care of family members' health to help them have good health.
5. Provide info on maintaining good relationships with family, friends, and community.
6. Realize the importance of proper sexual expression and maintaining a good relationship with family, friends, and community.
7. Realize significance of values and sexual behavior proper to the culture.
8. Realize the importance of local wisdom using herbal plants to cook food.
9. Analyze product and service purchasing, terms and conditions of products and service, and realize the importance of the protection of consumer rights.
10. Summarize data about diseases that are crucial problems for Thai people and correct preventions and treatments.
11. Realize the importance of health promotion and disease prevention using wisdom.

### **Health - Course Outline and Units**

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#### **Unit 1. Human Growth and Development [Indicators – 1, 2, 3, 11]**

- Digestive system, Excretory system, Respiratory system, and Cardiovascular system.

#### **Unit 2. Life and Family, Planning for Individual Family Health Care [Indicators – 3, 4, 5, 6]**

- Planning for health care of family members
- Guidelines for health care of a person and his/ her family members

#### **Unit 3. Development of Living Skills & Characteristics Required in Teens [Indicators – 6, 7]**

- Living skills development and promotions of required characteristics in teenagers

#### **Unit 4. Development and Promotion of Sexual Health [Indicators – 7, 10, 11]**

- Self-protection from risky situations
- Sexual intercourse, unintentional pregnancies, and proper sexual behaviors
- Proper problem solving methods and skills (e.g. when disappointed in love)

#### **Unit 5. Personal Health Care and Disease Prevention [Indicators – 7, 8, 9, 10, 11]**

- Significant contagious & non-contagious diseases of the country and their preventions





- Guidelines and self-practice health promotion and disease prevention (using wisdom)

### **PE Indicators**

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1. Analyze the concept about different patterns of movement for playing sports.
2. Use personal ability to promote team capability, and consider the effects on other people and society.
3. Play at least one Thai and/or international sports (practice and play the sports both individually, and on teams).
4. Show movements creatively.
5. Joint recreational activities outside schools and use the principles and concepts to improve and develop the quality of one's life and society.
6. Exercise and play sports properly to a personal capacity regularly and use personal ability to increase team capacity, reduce ego, and consider effects on the society.
7. Explain and practice rights, rules, regulations, and tactics during competitions with other people, conclude them as guidelines, and use them in daily life continuously.
8. Express good manners of watching, playing, and competing sports with sportsmanship and use them in daily life continuously.
9. Join physical activities and play sports happily and admire the values and beauty of sports.

### **Resources**

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| Required  | <ul style="list-style-type: none"><li>• School Physical Education Uniform (a note explaining why the student is out of uniform is required or a behavior score of 0 for this lesson) Needed by the end of online classes when school starts.</li></ul> <p>Pink resource booklet for note taking (Reminder that any handouts must be stapled or glued into the pink resource).</p> |
| Suggested | <ul style="list-style-type: none"><li>• Fitness and sport activities at least 1-hour each day</li></ul>   |

### **Academic Integrity Policy**

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### **Behavioral Expectations**

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For the sake of all the members of the class, students are expected to respect themselves, their classmates, the teacher, and the facilities. Students must accept responsibility for themselves and their actions. Students are expected to be ready at the start of every class (in PE uniform) and to actively participate throughout the lesson until class is dismissed.



Additionally, all Thai students are expected to embrace the following *desired characteristics*:

- Possess discipline      - Eager to learn
- Be an AC gentleman    - Dedicated to work

### **Attendance & Tardiness**

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For online classes, attendance will be determined by whether the student completed the weekly work or not. In the case where you know you will not be able to submit an assignment on time, please notify the teacher as far in advance as possible. Students are expected to catch up on all missed work.

### **Homework & Classwork**

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Homework in Physical Education is limited, however any Homework and must be submitted on or before the due date. Late assignments can be submitted for a maximum of 50% up until the last week of the term. All late or missed assignments that are not turned in *before* the last week of the term will receive a zero.

### **Grading**

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This course follows to the Assumption College grading scale:

$Final\ Score \geq 80\%$	4.0
$75\% \leq Final\ Score < 80\%$	3.5
$70\% \leq Final\ Score < 75\%$	3.0
$65\% \leq Final\ Score < 70\%$	2.5
$60\% \leq Final\ Score < 65\%$	2.0
$55\% \leq Final\ Score < 60\%$	1.5
$50\% \leq Final\ Score < 55\%$	1.0
$Final\ Score < 50\%$	0.0

### **Evaluation and Assessment**

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The final semester grade for this course out of 100% is broken down as follows:

Quizzes	20% (formative scores)
Fitness Tests and Assignments	20% (formative scores)
Affective Domain	20% (program mandated)
Midterm Exam	20% (program mandated)
Final Exam	20% (program mandated)



### Recommendations for Success

Physical Education is to be enjoyed. All students are encouraged to try the following:

1. Look to do some form of Physical Activity every day.
2. Look to visit parks and tracks where the required fitness testing can be practiced.
3. Come see the teacher outside of class time for assistance.
4. Try new sports. We all have different sports we like and different sports we are good at. We encourage students to learn more about their favorite sports on 'YouTube' and other media platforms. If you never try, you will never know if you like it!
5. See PE and movement as an *opportunity* to improve your health and well-being, not a chore. Your teenage years are the most important years to be active and can affect the quality of life you have as an adult.



**Semester One: FOUNDATION ENGLISH**

**EP(5)-1-2 Subject Code: EN30103**

**Teacher:** Mr. Steven Raine

**COURSE DESCRIPTION:**

Throughout the year we will prepare students for the **SAT VERBAL, ENGLISH GRAMMAR/ PUNCTUATION & IELTS WRITING TASK ONE & TASK TWO** a prerequisite for joining a university international program. These skills will be used to master examination question types. Through a series of skill based and enriching lessons using Mr. Raine's expertise and selected authentic test materials, students will strengthen their core knowledge. This course is intensive. Students will have many opportunities to participate, and skill will be demonstrated in assessments, homework, and examinations. The course is at an advanced/pre-intermediate level (CEFR C1 & C2 level)

**COURSE OBJECTIVES:**

The main objectives of this syllabus are:

- **Language for Communication**
- **Language and Culture**
- **Language and Relationship with Other Learning Areas**
- **Language and relationship with Community and the World**

**COURSE OUTLINE: SAT VERBAL**

**SAT PUNCTUATION PROBLEMS COVERED IN THIS COURSE**

COLON - SEMICOLON -DASH (em dash) -HYPHENS - COMMAS AFTER  
DEPENDANT CLAUSE - COMMAS BRACKETING- COMMAS BEFORE, BUT, AND -  
COMMAS IN LISTS (AMERICAN) -QUOTATION MARKS (AMERICAN)

**SAT WORD LEVEL PROBLEMS INTEGRATED WITH IELTS ESSAY WRITING  
COVERED IN THIS COURSE**

VERB FORMS -TENSES (VERB) -SUBJECT/VERB AGREEMENT-PRONOUN/VERB  
AGREEMENT-PRONOUN-ANTECEDENT AGREEMENT-HAVE/HAS/HAD -  
COMPOUND WORDS -TITLES -TRANSITIONS -THEIR/THEY'RE-WHO OR WHOM?

**SAT ENGLISH VOCABULARY CHOICE & EXPRESSION PROBLEMS**

CLARITY-CONFUSED WORDS-HOMOPHONES-CONTEXT-TONE-TRANSITIONS-  
WORDINESS

**SAT ENGLISH SENTENCE LEVEL PROBLEM**

ENDING A SENTENCE WITH A PREPOSITION -PLURALS -PRONOUNS -PRONOUN-  
ANTECEDENTS-SYNTAX / SENTENCE-ACTIVE / PASSIVE -COMPOUND  
SENTENCE -COMPLEX SENTENCE-DANGLING MODIFIERS-WORD ORDER-  
FRAGMENT-RUN-ON SENTENCES-MISPLACED MODIFIER -REDUNDANCY-  
CONDITIONAL CLAUSES -DEPENDANT CLAUSES -SUBORDINATE CLAUSES -  
INDEPENDANT CLAUSES

**SAT VERBAL QUESTION TYPES**



If the author were to remove the phrase, the names how would this change the...

- If the punctuation were adjusted accordingly, the best placement for the underlined portion would be...
- Which of the following true choices would best support the idea presented...
- Which of the following true sentences would best conclude this paragraph...
- Which of the following choices gives the most detailed explanation of...
- The writer is thinking of adding the following sentence based on the information in the chart...
- At this point, the writer is considering adding specific information as support for the main topic of the paragraph.
- Which choice most effectively adds relevant information based on the graph
- Which of the following gives information consistent with the graph?
- The best placement for sentence 5 would be?
- Should the writer delete [sentence]
- The best placement for the underlined portion would be
- The writer is considering deleting the underlined section in paragraph one.
- Should the underlined section be kept or deleted?
- At this point, the writer is considering adding the following sentence...
- If the author were to remove the phrase... and just ended the sentence at the word, ...the sentence would lose...
- Which of the following alternatives to the underlined portion would NOT be acceptable?
- The writer is considering replacing the words ‘.....’ in the preceding sentence with the single word ‘.....’. Should the writer make the change or keep the sentence as it is?
- If the writer were to delete the words ‘.....’ and replace it with the one word ‘.....’ the sentence would primarily lose....
- The writer is considering replacing the word .....with the word ..... Should the writer make the change or keep the sentence as it is?

**IELTS**

**Syllabus is matched with the Thai curriculum Indicators:**

M5	INDICATORS	STRANDS
LISTENING	1. All types 8. opinions 17. Analyze 18. skim/scan 20. investigate/search 21. community/national	<b>Strand 2: Language and Culture F2.1 F2.2</b> <b>Strand:3 F3.1</b> <b>Strand 4: Language and Relationship with Community and the World F4.1</b>
WRITING	3. answer in sentences 6. explain 7. life skills 8. opinions 10. news 11. Summarize 12. social, and global 14. ideas, beliefs 15. grammar 16. grammar	<b>Strand 1: Language for Communication F1.1 F1.2 F1.3</b> <b>Strand 2: Language and Culture F2.1 F2.2</b> <b>Strand:3 F3.1</b> <b>Strand 4: Language and Relationship with Community and the World F4.1</b>



	17. Analyze 19. academic topics 20. investigate/search 21. community/national	
<b>SPEAKING</b>	5. All types 6. explain 7. life skills 8. opinions 9. All types 10. news 11. Summarize 12. social, and global 13. purpose 14. ideas, beliefs 17. Analyze 19. academic topics 20. investigate/search 21. community/national	<b>Strand 1: Language for Communication F1.1 F1.2 F1.3 Strand 2: Language and Culture F2.1 F2.2 Strand:3 F3.1 Strand 4: Language and Relationship with Community and the World F4.1</b>

**SPECIFIC SKILLS:**

**IELTS WRITING TASK ONE**

**Writing** includes: Functions (generalization, definitions, classification, comparison and contrast, cause and effect, process and procedure, interpretation of data).

**IELTS WRITING TASK TWO**

**Writing** includes: Vocabulary, sentence structure, paragraph structure and essay structure.

**IELTS SPEAKING**

**The content of the syllabus is matched to the Thai curriculum Indicators for Speaking:**

Explaining in their own words concepts and ideas from a chosen topic and expand their discussion using appropriate vocabulary. Presentation skills (introductions and stating the purpose, signposting, creating interest and involving audience, emphasizing and highlighting key points,

**PART 1**, the examiner asks the candidate simple personal questions on everyday familiar topics: study, where you live, food, holidays, friends, going out, festivals, sports, schools and public transport.

**ESSENTIAL KNOWLEDGE** Your speaking will be scored using the following four criteria:

**Fluency and Coherence?** Can you communicate logically, clearly, and without difficulty in English? No pauses to recall words, Do your ideas make sense and are they relevant to the question.

**Lexical Resource?** Your ability use words accurately. Can you use a wide variety of words and phrases or do you keep repeating yourself

**Grammatical Range?** This is not simply about avoiding grammar mistakes but if you can demonstrate that you have mastered complex sentence structures, verb tenses, and other advanced grammatical features.

**Pronunciation?** Scores are reduced for mispronunciation, especially if pronunciation problems make it difficult to comprehend a speaker’s message. Many students have even larger pronunciation problems at the sentence level. These problems occur when a student doesn’t have a feel for native- intonation patterns.



**PART 2**, the examiner gives the candidate a topic on a card and the candidate needs to speak about it for about 2 minutes. Before speaking, the candidate has one minute to make notes.

**ESSENTIAL KNOWLEDGE:** Note taking is the essential skill and students should practice listing single words as prompts to speaking.

**PART 3**, candidate and examiner will have a discussion relating to the subject area in Part 2. The candidate will be asked to do more complicated things, such as evaluate, justify positions and opinions, make predictions, and express preferences.

**ESSENTIAL KNOWLEDGE**

The examiner will ask “follow-up” questions. These questions will be related directly to the topic requesting clarification or further detail about something you said. Your goal should be 1) to provide a direct and clear answer 2) to support each answer with at least 1 or 2 examples.

Students should respond to part one in simple and compound sentences citing reasons and giving examples and remove all errors in Subject/Verb Agreement.

**GRAMMAR:** Present perfect versus past simple--Present tenses to describe books and films--Present continuous--Past perfect and continuous-- Prepositions of time --Prepositions of place --Future simple tense --Sentences, simple and compound –conjunctions--Passive voice--adjectives –Superlatives

**LEARNING MATERIALS**

Textbooks and Test past questions, News, announcements, fictions, non-fictions, media, diagrams, graphs, personal experience, topical events, stories, manners and culture, traditions, festivals, language structures, idioms, life skills, native speakers,

**LANGUAGE SKILLS,**

conceptualization, analysis, communication problem-solving, critical thinking & technology.

**DESIRED CHARACTERS** – 1) Love for the country and the king, faith in the religion 2) Be honest and upright 3) Possess discipline 4) Eager to learn 5) Be self-sufficient 6) Dedicated to work 7) Love for Thainess 8) Have a sense of public consciousness and 9) Be an AC gentleman.

**RESOURCES:**

Textbooks, Handouts, exam papers, worksheets, student notebooks, presentations, information technology

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- |           |  |
|-----------|--|
| Required  | <ul style="list-style-type: none"><li>• notebooks.</li><li>• Dictionary</li></ul>                  |
| Suggested | <ul style="list-style-type: none"><li>• Many different colored pens/markers/highlighters</li></ul> |

**Academic Integrity Policy**

Students are expected to adhere to the Assumption College student handbook. There is to be no plagiarism, no copying, and no cheating of any kind. These and any other acts of academic dishonestly lower the quality of the education and will not be tolerated. Students



involved in any form of academic dishonesty, including any student supplying or allowing the copying to take place, will receive a zero.

Plagiarism is the act of taking someone else's work or ideas and passing them off as one's own work or ideas. Examples of plagiarism include the failure to give appropriate acknowledgement when repeating another's idea, phrase, sentence or paragraph, or failure to give appropriate acknowledgement when paraphrasing any of those.

### **Behavioral Expectations**

For the sake of all the members of the class, students are expected to respect themselves, their classmates, the teacher, and the facilities.

Students must accept responsibility for themselves and their actions. Students are expected to be ready at the start of every class (notebooks, textbook, writing utensils, etc.) and to actively participate throughout the lesson until class is dismissed.

Behavior is monitored every day as per the class rules that are set out at the beginning of the academic year (see the front of your note books). At the end of the semester the average is taken and used for the student's behavior score (20%). Students *earn* the scores they receive.

Additionally, all Thai students are expected to embrace the following *desired characteristics*:

- Love for the country and the King, faith in religion
- Possess discipline
- Be self-sufficient
- Proud to be Thai
- Be an A.C. gentleman
- Eager to learn
- Dedicated to work
- Have a sense of public consciousness
- Be honest and upright

### **Attendance & Tardiness**

Attendance will be taken at the start of every class. Students are expected to be in class on-time, every time. Unexcused absences or tardiness will not be tolerated. In the case of planned absences, please notify the teacher in as far in advance as possible. Students are expected to catch up on all missed work outside of class time.

### **Homework & Classwork**

Homework and classwork will be assigned often and must be submitted on or before the due date.. After more than one day has lapsed, a maximum score of 10 will be available. Late assignments can be submitted for a maximum of 50% up until the last week of the term. All late or missed assignments that are not turned in *before* the last week of the term will receive a zero.





## Grading

This course follows to the Assumption College grading scale:

$Final\ Score \geq 80\%$	4.0
$75\% \leq Final\ Score < 80\%$	3.5
$70\% \leq Final\ Score < 75\%$	3.0
$65\% \leq Final\ Score < 70\%$	2.5
$60\% \leq Final\ Score < 65\%$	2.0
$55\% \leq Final\ Score < 60\%$	1.5
$50\% \leq Final\ Score < 55\%$	1.0
$Final\ Score < 50\%$	0.0

## Evaluation and Assessment

The final semester grade for this course out of 100% is broken down as follows:

Total Score of all Formative Assessment*	50%
Behavior	10%
Midterm (Summative) Exam	20% (program mandated)
Final Exam	20% (program mandated)

\* This total score shall be reflected by the cumulative points scored by students on all class assignments, homework, extra credit work, etc.

## Assessment determination:

This syllabus is based on the important skills that students will need to successfully pass the IELTS test at level 6. The assessment will be based on students' understanding of what is expected in the different modules of the test (Listening, Reading, Writing & Speaking).

## Recommendations for Success

English can be a difficult course for many students. All students are encouraged to try the following:

1. Be on task during class. Focus and follow instructions and do the required activities to your best abilities. Do not worry about making mistakes as they are the best way for us to incorporate the materials into our long-term memories.
2. Search online (in English) if you don't understand a topic discussed in class to get a better understanding of the topic.
3. Do not copy your classmate's work; struggle through and do the work on your own. This is how you learn.
4. Come see the teacher outside of class time for assistance.
5. Revise your work, as recommended by your teacher and work to continuously improve your work. Learning is a process, not a product.
6. If you don't understand then ask your friends, communication is vital for success in English, communicate with your classmates in English, you'll be surprised how quickly your English improves just by doing this.

*This proposed session syllabus may be amended as the Term progresses. The amendments will be in accordance with how the students' progress during the term. In other words, amendments will be made depending on group strengths and weaknesses, how the groups react to various classroom activities (what they find to be the most helpful) and the program schedule revisions.*



## Student Syllabus: **EP5 English for Life Skills 2: EN30243**

**Teacher:** Mr. Joshua Bolen, J.D. (Mr. Bolen)

### **COURSE DESCRIPTION:**

Welcome to English for Life Skills M4! Through a series of engaging and enriching lessons using Mr. Bolen's selected materials, students will continue to strengthen their core knowledge of the language.

The Students will study and listen to a range of English texts. The Students will study and learn how to give effective presentations. They will use learning skills in the 21st century, which encourages the students to be able to have listening, critical thinking and problem solving skills. The learning skills will be used to make students possess learners' key competencies, which are thinking capability, problem solving capability, capability in applying life skills and capability in technological application. This will be done through the teaching and learning focusing on promoting Thai wisdom with respect to the language and literature and religion and tradition. Teaching and learning also promotes students to live under the Sufficiency Economy Philosophy. Students will be provided with desirable characteristics such as love of nation, religion and king, honesty and integrity and self-discipline. Additional important characteristics are avidity for learning, observance of principles of Sufficiency Economy Philosophy in one's way of life, dedication and commitment to work, cherishing Thai-ness, public-mindedness and gentlemen of Assumption College.

### **COURSE OBJECTIVES:**

#### **Indicators**

1. Listen to speakers from a range of countries, using different accents and talking in a range of contexts and situations.
2. Predict content before a listening exercise. Use contextual clues to anticipate topics, potential vocabulary and potential grammatical structures before listening.
3. Listen for gist. Show an understanding of the main ideas of a listening exercise after one listen.
4. Understand signposting language when listening. Show a knowledge and understanding of signposting language and how and why it is used. Make lists of the most common signposting language.
5. Listen for detail. Pick out specific information in a listening passage.
6. Infer relevant details when listening. Use contextual clues to gather information about meaning, who is speaking, what is happening and other questions appropriate to the listening exercise.
7. Practice listening activities that are connected to relevant international exams. Some of these should be done with past-paper questions and done in exam conditions.
8. Explain/discuss how listening can be improved, what techniques can be used and useful sources of practice material.
9. Watch examples of good and bad presentations. Have an accurate understanding of the characteristics of good and bad presentations and be able to plan presentations using the good characteristics and avoiding the bad characteristics. The focus should be on presentation skills that may be useful for university admissions and studying at university.



10. Use verbal communication to effectively present information. Use various techniques such as variation of tone of voice and the stress of important words to convey ideas more clearly and concisely.
11. Use non-verbal communication effectively. Use various techniques such as body language and eye contact to show confidence to the audience.
12. Use signposting language effectively when presenting. Show a knowledge and understanding of signposting language and how and why it is used. Make lists of the most common signposting language that are used during presentations.4. Talk and write interactively about personal information and other surrounding incidents, experiences, situations, news/events, and interesting issues in public attention, and communicate continuously and properly.

### **Learning Contents**

Study English on the topics of news, announcements, poems, skits, pictures, different non-text information styles such as maps, graphs, and initiatives. Study non-fictions, fictions, personal information, various experiences, incidents, themes from analyzed stories, languages, voices, social manners and cultures, traditions and customs, festivals, language structures, idioms, proverbs, poems, ways of life, beliefs and cultures of native speakers, and information related to other learning content groups. Use process of establishing knowledge and understanding, reading process, process of establishing practical skills, working process, process of language skills, process of establishing attitudes, process of conceptualization, process of analysis, process of establishing realization, and process of establishing communicative knowledge and understanding to create knowledge and understanding, communicative ability, thinking ability, problem-solving ability, life skills, and ability to use technology. At the same time, students will have the following intended characteristics which are nationalism, religiosity, loyalty, disciplines, diligence, self-sufficiency, endeavor, love of being Thai, and public mind.

### **Resources**

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|-----------|---|
| Required  | <ul style="list-style-type: none"><li>• At least 1 white notebook.</li><li>• Dictionary (English to English, not a translating one)</li><li>• Extra lines A4 paper for written assignments.</li></ul> |
| Suggested | <ul style="list-style-type: none"><li>• Many different colored pens/markers/highlighters</li></ul>  |

### **Academic Integrity Policy**

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Students are expected to adhere to the Assumption College student handbook. There is to be no plagiarism, no copying, and no cheating of any kind. These and any other acts of academic dishonestly lower the quality of the education and will not be tolerated. Students involved in any form of academic dishonesty, including any student supplying or allowing the copying to take place, will receive a zero.

Plagiarism is the act of taking someone else's work or ideas and passing them off as one's own work or ideas. Examples of plagiarism include the failure to give appropriate acknowledgement when repeating another's idea, phrase, sentence or paragraph, or failure to give appropriate acknowledgement when paraphrasing any of those.



## **Behavioral Expectations**

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For the sake of all the members of the class, students are expected to respect themselves, their classmates, the teacher, and the facilities.

Students must accept responsibility for themselves and their actions. Students are expected to be ready at the start of every class (notebooks, textbook, writing utensils, etc.) and to actively participate throughout the lesson until class is dismissed.

Behavior is monitored every day as per the class rules that are set out at the beginning of the academic year (see the front of your note books). At the end of the semester the average is taken and used for the student's behavior score (20%). Students *earn* the scores they receive.

Additionally, all Thai students are expected to embrace the following *desired characteristics*:

- Love for the country and the King, faith in religion
- Possess discipline
- Be self-sufficient
- Proud to be Thai
- Be an A.C. gentleman
- Eager to learn
- Dedicated to work
- Have a sense of public consciousness
- Be honest and upright

## **Attendance & Tardiness**

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Attendance will be taken at the start of every class. Students are expected to be in class on-time, every time. Unexcused absences or tardiness will not be tolerated. In the case of planned absences, please notify the teacher in as far in advance as possible. Students are expected to catch up on all missed work outside of class time.

## **Homework & Classwork**

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Homework and classwork will be assigned often and must be submitted on or before the due date for a score of 20 points. If the work is not done for the start of class, a maximum score of 15 will be possible. After more than one day has lapsed, a maximum score of 10 will be available. Late assignments can be submitted for a maximum of 50% (10 points) up until the last week of the term. All late or missed assignments that are not turned in *before* the last week of the term will receive a zero.

## **Grading**

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This course follows to the Assumption College grading scale:

$Final\ Score \geq 80\%$	4.0
$75\% \leq Final\ Score < 80\%$	3.5
$70\% \leq Final\ Score < 75\%$	3.0
$65\% \leq Final\ Score < 70\%$	2.5
$60\% \leq Final\ Score < 65\%$	2.0
$55\% \leq Final\ Score < 60\%$	1.5
$50\% \leq Final\ Score < 55\%$	1.0
$Final\ Score < 50\%$	0.0



### Evaluation and Assessment

The final semester grade for this course out of 100% is broken down as follows:

Total Score of all Assessment	Homework 80%
Behavior	10%
Attendance	10%

### Recommendations for Success

English can be a difficult course for many students. All students are encouraged to try the following:

1. Be on task during class. Focus and follow instructions and do the required activities to your best abilities. Do not worry about making mistakes as they are the best way for us to incorporate the materials into our long-term memories.
2. Watch Movies, or TV shows, or YouTube with British / Australian accents, with the English subtitles is a good way to improve your speaking and listening skills; it also helps with vocabulary too.
3. Search online (in English) if you don't understand a topic discussed in class to get a better understanding of the topic.
4. Do not copy your classmate's work; struggle through and do the work on your own. This is how you learn.
5. Come see the teacher outside of class time for assistance.
6. Revise your work, as recommended by your teacher and work to continuously improve your work. Learning is a process, not a product.

### Precise resources:

- Teacher Handouts, Worksheets, Presentations.
- Whiteboards & Projector.

<u>Week</u>	<u>Content</u>
1	Food & Nutrition
2	Technology & Innovation
3	Education
4	Free Time & Hobbies
5	Architecture & Historical Buildings
6	Social Events & Social Media
7	Life Goals & Strategies
8	Advertising & Media
9	Discussing & Describing Places
10	<b>MIDTERM EXAMS</b>
11	Discussing & Describing People
12	Ranking Presentations
13	Signposting & Discourse Markers
14	Ranking Presentation - Signposting
15	Public Speaking Pro Tips
16	Individual Presentations: 2-3 Minutes, using PowerPoint / Canva
17	Individual Presentations: 2-3 Minutes, using PowerPoint / Canva
18	Individual Presentations: 2-3 Minutes, using PowerPoint / Canva
19	Individual Presentations: 2-3 Minutes, using PowerPoint / Canva
20	<b>FINAL EXAMS</b>



## **OC30105 Foundation Occupational Works 2**

**Teacher** Dr. Hermann Gruenwald

**Contact** EP Teacher Room, 2<sup>nd</sup> Floor Colombet Building  
DrHermann365@gmail.com

**Website** <https://app.schoology.com/course/5936520243/materials>  
<https://app.schoology.com/course/5936525680/materials>

**Class Time** M5/1 Thursday 14:00-14:50  
M5/2 Wednesday 8:30-9:20

**Credits** 0.5

### **Learning Content Description**

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Students will study about methods of working for a living and work collaboratively to create work and solve problem with creativity. Students will have a chance to practice managerial skills, and knowledge seeking skill for the basics of a quality living. Morality and desirable characteristics for work will also be cultivated. In this course, students will learn the following contents: meaning and objectives of accounting; benefits of accounting data; accounting assumptions, meaning of asset, liability, and owner's equity; accounting equation and balance sheet; transaction analysis, recording transactions based on double entry system of the service business owned by one owner in a daily journal; post the journal entries to the ledger related. In terms of careers, students are expected to have understanding, necessary skills, experience and proper perception towards future careers. They will be able to use technology to aid their work in future career and have morality and positive attitude towards professions.

Students will apply different learning processes: critical thinking process, problem-solving process, practice process, group work process and attitude development process. They will acquire abilities to communicate, think, solve problem, use life skill and apply technological skills. In addition, students will gain learning and innovative skills: think creatively, show interest in innovation, have critical thinking, be able to solve problem, communicate effectively and be collaborative. Students should also have information and technological media skill: stay up-to-date with the news, have media literacy, have information technology-related knowledge and skills and communicate wisely. They are expected to gain life and careers skills which include the following: stay flexible and adaptive, be initiative, take a good care of oneself, and have social skills. Other than all the learning skills, students will be equipped with a set of characteristics – honesty, self-discipline, avidity for learning, dedication

The goals of the Occupational Works subject are to:

- endow students with creative opportunities and curiosity
- refine skills for individual and group working processes such as management, teamwork, problem-solving and attention to detail
- develop and apply research and investigation skills to coursework
- improve awareness of human impact on the environment for one's life and family
- acquire technological knowledge for occupational development
- promote awareness of nationalism, religiosity, royalty, honesty, self-discipline, studiousness, self-sufficiency, endeavor, love of being Thai, and public-mindedness.



## Course Outline & Objectives

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### Strand 1 Living and Family

Standard OC1.1: Understanding of concept of work; endowment with creativity and skills for various aspects and work processes, management, problem solving, collaboration, investigation for seeking knowledge, morality, diligence, and awareness of the need to economize on the use of energy and the environment for one's life and for family.

Indicators

1. OC1.1 S4-6/1 Explain methods of working for a living.
2. OC1.1 S4-6/2 Create work with creative thinking and have collaboration skill.
3. OC1.1 S.4-6/3 Have management skills for work.
4. OC 1.1 S.4-6/4 Have skills for problem-solving processes.
5. OC1.1 S.4-6/5 Have skills for seeking knowledge for a living.
6. OC1.1 S.4-6/6 Have desirable characteristics for work.
7. OC1.1 S.4-6/7 Use energy and resources for work by taking into account cost-effectiveness and sustainability for the purpose of environmental conservation.

### Strand 2 Occupation

Standard OC2.1 Understand and have necessary skills, experiences, and proper perception of future careers; use technology for occupational development; have morality and positive attitudes towards professions.

Indicators

1. OC2.1 S.4-6/1 Discuss guidelines for taking up occupations of interest.
2. OC2.1 S.4-6/2 Choose and apply technology appropriate to the occupations.
3. OC2.1 S.4-6/3 Have experience in occupations which students have aptitude and interest.
4. OC 2.1 S.4-6/4 Have desirable characteristics for occupations.

Unit 2: Forms of Business basics (Indicator 1, 3, 7, 11)

Understand general knowledge about legal forms of business and the registration of business.

Unit 3: Business Functions (Indicators 1, 3, 11)

Understand basic functions and departments of business.

Distinguish differences of approaches to marketing and market research

Understand the purpose of business

Understand different business departments.

Unit 4: Finance and Accounting (Indicators 2, 3, 4, 5, 6, 9, 10)

Introduction to finance and accounting.

Experience recording transactions in ledger accounts with pencil footings.



Recognize the use of accounting methods like trial balance.

Understand financial statements

Understand the purpose of the closing entry to bring the temporary journal account balances to zero for the next accounting period.

Unit 5: Business management (Indicators 1, 2, 3, 4, 6, 8, 10, 11)

Learn basic principles for business management.

Discuss and apply management techniques.

### **Resources**

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|------------|---|
| Required   | <ul style="list-style-type: none"><li>• A pink A.C. notebook (minimum A4 size)</li><li>• Basic stationary (pen, pencil, eraser, ruler, sharpener etc.)</li><li>• Extra stationary (glue stick, stapler, tape, liquid paper etc.)</li><li>• AC Portfolio A4 with clear front cover</li></ul> |
| Suggested  | <ul style="list-style-type: none"><li>• Various colored pens / markers / highlighters / pencils</li></ul>   |
| Occasional | <ul style="list-style-type: none"><li>• Smart phones for research in class</li><li>• USB thumb drives to save typed work onto</li><li>• Materials potentially needed for special projects</li></ul> <p><i>The above will be requested a week in advance of use</i></p>                      |

### **Academic Integrity Policy**

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Plagiarism is the act of taking someone else's work or ideas and passing them off as one's own work or ideas. Examples of plagiarism include the failure to give appropriate acknowledgement when repeating another's idea, phrase, sentence or paragraph, or failure to give appropriate acknowledgement when paraphrasing any of those.

### **Behavioral Expectations**

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For the sake of all the members of the class, students are expected to respect themselves, their classmates, the teacher, and the facilities. Students must accept responsibility for themselves and their actions. Students are expected to be ready at the start of every class (sketch book, basic stationary, materials, ingredients etc.) and to actively participate throughout the lesson until class is dismissed.

Behavior and participation is monitored during every class and points are deducted for misbehavior, non-participation or disruption to the class. This is averaged throughout the semester and calculated as a score of 10 at the end of semester.

Additionally, all Thai students are expected to embrace the following *desired characteristics*:

- |   |   |
|---|---|
| <ul style="list-style-type: none"><li>• Possess discipline</li><li>• Be an AC gentleman</li><li>• Be honest and upright</li></ul> | <ul style="list-style-type: none"><li>• Be eager to learn</li><li>• Be dedicated to work</li><li>• Have a sense of public-consciousness</li></ul> |
|---|---|





### **Attendance & Tardiness**

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Attendance will be taken at the start of every class. Students are expected to be in class on-time, every time. Unexcused absences or tardiness will not be tolerated. In the case of planned absences, please notify the teacher in as far in advance as possible. Students are expected to catch up on all missed work outside of class time check schoology for the content of the lectures and the in-class assignments and homework and project assignments.

### **Homework & Class Work**

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Homework and class work will be assigned often, must be completed to a high standard and be submitted on or before the due date. Late assignments are subject to 50% less marks for each week they are late. All missed assignments will receive a zero and will dramatically reduce the averaged class work and homework scores of the individual.

### **Grading**

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This course follows to the Assumption College grading scale:

<i>Final Score</i> $\geq$ 80%	4.0
$75\% \leq$ <i>Final Score</i> < 80%	3.5
$70\% \leq$ <i>Final Score</i> < 75%	3.0
$65\% \leq$ <i>Final Score</i> < 70%	2.5
$60\% \leq$ <i>Final Score</i> < 65%	2.0
$55\% \leq$ <i>Final Score</i> < 60%	1.5
$50\% \leq$ <i>Final Score</i> < 55%	1.0
<i>Final Score</i> < 50%	0.0

### **Evaluation and Assessment**

The final semester grade for this course out of 100% is broken down as follows:

Behavior & Participation	10%	Affective Domain
Class Work	10%	Formative
Home Work	10%	Formative
Presentation	10%	Formative
Portfolio	10%	Formative
Team Work	10%	Formative
		50% Formative
Midterm Exam	20 %	Exams
Final Exam	20%	Exams

### **Recommendations for Success**

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1. Bring all the materials that are needed to complete projects on the day of class
2. Be creative and work hard for your own success and learning.
3. Don't be afraid to experiment and have fun studying
4. Plan projects carefully and have the required materials for your project
5. Keep your notebook tidy, attractive and up-to-date and submit work on time
6. Check schoology.com for assignments and course materials and grades



**ST30106 Data Analytics Technology**

**Teacher** Mr. Nicholas Sebasco  
**Contact** EP Computer Lab 5<sup>th</sup> Floor 2003 building  
nick.sebasco@gmail.com  
**Class Time** EP-M5/1-3  
**Credits** 0.5

**Course Description**

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This course is designed to use data analysis in a programming environment. The course will focus on introducing students to the general terminology and concepts of programming and use application of python as a tool capable of solving real world problems, and advanced python syntax. Students will build on knowledge from M3 computer programming to learn about more theoretical computer science topics (algorithms, data structures, abstraction, software design). Additionally students will learn how to use python to solve problems and learn practical use cases for python programming. Finally students will learn advanced python syntax not covered in M3 programming.

**Course Outline & Objectives**

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Topics include: [Indicator 1,2,3,4]

Topics
<ul style="list-style-type: none"><li>• Logic and set theory</li><li>• Operators, assignment, precedence</li><li>• Data operations</li><li>• Advanced control flow</li><li>• Functional programming</li><li>• Classes</li><li>• Algorithms and data structures</li><li>• Problems solving and program design</li><li>• 3<sup>rd</sup> Party Modules</li><li>• Advanced Syntax</li></ul>

**Resources**

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Required • EP Computer Lab

**Academic Integrity Policy**

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Plagiarism is the act of taking someone else's work or ideas and passing them off as one's own work or ideas. Examples of plagiarism include the failure to give appropriate acknowledgement when repeating another's idea, phrase, sentence or paragraph, or failure to give appropriate acknowledgement when paraphrasing any of those.



### Behavioral Expectations

For the sake of all the members of the class, students are expected to respect themselves, their classmates, the teacher, and the facilities. Students must accept responsibility for themselves and their actions. A behavior score (out of 10 points) is taken every day. At the end of the semester the average is taken and used for the student's behavior score (10%). Students *earn* the scores they receive.

Additionally, all Thai students are expected to embrace the following *desired characteristics*:

- Love for the country and the King, faith in religion
- Possess discipline
- Be self-sufficient
- Proud to be Thai
- Be an AC gentleman
- Eager to learn
- Dedicated to work
- Have a sense of public consciousness
- Be honest and upright

### Attendance & Tardiness

Attendance will be taken at the start of every class. Students are expected to be in class on-time, every time. Unexcused absences or tardiness will not be tolerated. In the case of planned absences, please notify the teacher in as far in advance as possible. Students are expected to catch up on all missed work outside of class time.

### Homework & Classwork

Homework and classwork will be assigned often and must be submitted on or before the due date. Late assignments can be submitted for a maximum of 50% up until the last week of the term. All late or missed assignments that are not turned in *before* the last week of the term will receive a zero.

### Grading

This course follows to the Assumption College grading scale:

$Final\ Score \geq 80\%$	4.0
$75\% \leq Final\ Score < 80\%$	3.5
$70\% \leq Final\ Score < 75\%$	3.0
$65\% \leq Final\ Score < 70\%$	2.5
$60\% \leq Final\ Score < 65\%$	2.0
$55\% \leq Final\ Score < 60\%$	1.5
$50\% \leq Final\ Score < 55\%$	1.0
$Final\ Score < 50\%$	0.0

### Evaluation and Assessment

The final semester grade for this course out of 100% is broken down as follows:

STEM	10%
Homework/Classwork	30%
Coursework	30%
Behavior	10% (program mandated)
Midterm Exam/Project	10% (program mandated)
Final Exam	10% (program mandated)



### **Recommendations for Success**

Information technology can be a difficult course for many students. All students are encouraged to try the following:

1. Read, read, read the teacher's online notes. Oftentimes, reading the text once is not enough even for native English speakers. You may need to read the material multiple times to understand. By reading along at home with the lessons taught at school (typically only a few pages per night), students will be able to responsibly manage the material and gain the most from the course.
2. Search online, in either Thai or English, if you don't understand a topic discussed in class or simply to get a better understanding of the topic.
3. Do **not** copy your classmates work; struggle through and do the work on your own! This is how you learn!
4. Come see the teacher outside of class time for assistance.
5. Do more than just the bare minimum; there are plenty of problems in the teacher's online notes. We only have time for so many of them. Do the review questions at the end of the chapter and see the teacher for the answers.
6. Study the notes and vocabulary at least a few minutes every day, such as in homeroom or during any free time you might have in other classes.



## **Semester One: ENGLISH FOR ACADEMIC ACHIEVEMENT**

**EP5-2 Subject Code:** EN30209      **Teacher:** Mr. Steven Raine

### **COURSE DESCRIPTION:**

Throughout the year we will prepare students to communicate in **ACADEMIC ENGLISH** and in this course the English that explores: General Knowledge, Invention, Entertainment, Global Network, Social News, Reading, Dialogues, Grammar & Culture

This knowledge is a prerequisite for for successfully passing international exams. These skills will be used to master examination verbal question and answers as featured in IELTS and TOEFL. Through a series of skill based and enriching lessons using Mr. Raine's expertise and selected authentic materials, students will strengthen their core knowledge. This course is intensive. Students will have many opportunities to participate, and skill will be demonstrated in assessments, homework, and examinations. The course is at an advanced/pre-intermediate level (CEFR C1 & C2 level)

### **COURSE OBJECTIVES:**

**The main objectives of this syllabus are:**

**1 General Knowledge 2. Invention 3 Entertainment 4 Global Network  
5 Social News 5.1. Reading 5.2. Dialogues 5.3. Grammar 5.4. Culture**

### **ENGLISH VOCABULARY FOR BUSINESS**

- Sources of finance
- Business planning
- Expanding a business
- ICT in business
- Ethical and environmental considerations
- The economic climate on businesses
- Globalisation
- Competitive environment
- Production processes
- Good customer services
- Organisational structures
- Recruitment and selection of employees
- marketing

### **SPECIAL FOCUS ON SPEAKING AND BUSINESS VOCABULARY**

### **COURSE OUTLINE:**

**Throughout the course, students will be encouraged to:**

- 1. Answer ALL parts of the question.**
  - 2. Not use big words you don't know how to use.**
  - 3. Communicate in English like an English adult, not an English child**
  - 4. In speaking, it's not about accent but good pronunciation**
- Good fluency: *Never having to search for a word.*
  - Good accuracy: *The student's use of tenses and especially the present continuous*



- Good vocabulary: *Natural, normal with idiomatic phrases.*
- Good relevance: giving examples and reasons

**KNOWLEDGE: CORRECTING COMMON MISTAKES**

**SKILL:** Answer this question, “Can you tell me what you like doing in your spare time?”

- **NO:** I have played a lot of football and I play with my friend.
- **NO:** In my spare time, I like to play the piano. In addition, I play in a band. However, I don't have much spare time.
- **NO:** On my spare time, I am coach in my local football team.
- **NO:** I works a lot and this mean I don't have much spare time.
- **NO:** I painting in spare time.
- **NO:** I am liking keep fit when I time off and go in gym.
- **NO:** In my spare time I go cycling because it keeps me fit and because I love riding my bike.
- **NO:** In my spare time I love to go ice-skating. I like to go ice-skating with my friends. When my friends and I go ice-skating we have a lot of fun.
- **NO:** I like Computer games.
- **NO:** In my auxiliary moments, I decipher jig-saw puzzles. It is a tranquil activity for me.
- **NO:** I don't have spare time.
- **NO:** When I go on holiday I do a lot of swimming. I became interested when I watched the Olympic Games on television.

**KNOWLEDGE: ADVANCED VOCABULARY**

**Skill:** use these words in a sentence correctly:

**AD HOC USE INSTEAD OF: CREATED AT THE LAST MINUTE**

Pronounced: as written Academic examples This is an *ad hoc* committee specially established to deal with a particular problem.

**APATHY USE INSTEAD OF: DON'T CARE**

Pronounced: as written Academic examples The policy failed because of public *apathy*.

**CANDID USE INSTEAD OF: VERY HONEST**

Pronounced: as written Academic examples The recently released financial documents were surprisingly candid about the company's losses over the past decade.

**COUNTERPRODUCTIVE USE INSTEAD OF: MAKE THINGS WORSE**

Pronounced: as written Academic examples Lowering interest rates will prove economically counterproductive in the long term.

**KNOWLEDGE: CONTINUOUS TENSES** (ing)

**SKILL:** construct all continuous tenses

**KNOWLEDGE: ADVANCED VOCABULARY**

**Skill:** use these words in a sentence correctly:

**COGENT USE INSTEAD OF: LOGICAL**

Pronounced: co – jent Academic examples He makes a cogent argument for improving early childhood education provision.

**COHERENT USE INSTEAD OF: SENSIBLE**

Pronounced: co – here – ant Academic examples A coherent strategy to end the crisis must involve recognition by all that we are really in a crisis.

**COLLABORATIVE USE INSTEAD OF: COOPERATE**



Pronounced: coll – abb – rat –iv Academic examples Members are involved in *collaborative* projects.

**COMPLACENT USE INSTEAD OF: WON'T CHANGE**

Pronounced: comm. – place – ment Academic examples: The slow growth in the economy was partly due to the complacency of policymakers.

**KNOWLEDGE: MODAL VERBS**

**SKILL:** Could, might, and may

**KNOWLEDGE: COMPARATIVES**

**SKILL:** better –biggers-sadder

**KNOWLEDGE: ADVANCED VOCABULARY**

**Skill: use these words in a sentence correctly:**

**CONSENSUS USE INSTEAD OF: LOTS OF PEOPLE AGREE**

Pronounced: as written Academic examples There was a consensus about the need to invest more in technology.

**DISAFFECTED USE INSTEAD OF: UNHAPPY**

Pronounced: diss –affected Academic examples: There was a growing disaffection within the workforce toward decision-making from the top.

**EXORBITANT USE INSTEAD OF: EXPENSIVE**

Pronounced: ex – orb – ee – tant Academic Example: The share price had become exorbitant where only the wealthy could afford to invest.

**FAD USE INSTEAD OF: FASHION**

Pronounced: as written Academic examples In the beginning, people claimed that moving pictures, radio and computers were just a fad.

**KNOWLEDGE: SENTENCE TYPES**

**SKILL: Simple sentence** *I = subject+achieved = verb* **Compound sentence** *I got level 7, and you got level 6.* **Complex sentences** *I achieved an IELTS level 7 which is good. Although – as – because – before – even though – since –than –that – though – unless – until – when – where – whether – while – that – which.* **A conditional sentence** *If I took the IELTS test today I would get level 7.*

**KNOWLEDGE: TRANSITIONS**

**SKILL: ON THE WHOLE, I THINK-DESPITE THE FACT THAT-IT SEEMS TO ME THAT,-GENERALLY SPEAKING,-**

**KNOWLEDGE: ADVANCED VOCABULARY**

**Skill: use these words in a sentence correctly:**

**FATUOUS USE INSTEAD OF: STUPID**

Pronounced: fat – u –uss Academic examples: The comments made by the chief diplomat concerning the crisis were ill-informed and fatuous.

**GULLIBLE USE INSTEAD OF: BELIEVES ANYTHING**

Pronounced: as written Academic examples He's so *gullible* he'll believe anything.

**HERCULEAN USE INSTEAD OF: BIG EFFORT**

Pronounced: her – cue –lay –en Academic examples To pull the country out of recession at the moment would be a herculean task.

**IDEOLOGY USE INSTEAD OF: RELEGION OR BELIEF**

Pronounced: ide – ee –ollo –jy Academic examples For most of the 19<sup>th</sup> century, in Europe, there was an ideological war between capital and labour.

**KNOWLEDGE: NOTE TAKING:**

**SKILL:** Minimum of 12 ideas or words *that can be used as prompts and expanded*

**KNOWLEDGE: ADVANCED VOCABULARY**



**Skill: use these words in a sentence correctly:**

**LATITUDE USE INSTEAD OF: GIVE MORE FREEDOM**

Pronounced: make good use of Academic examples: This method allows very little *latitude* for error.

**LUCRATIVE USE INSTEAD OF: MAKES MONEY**

Pronounced: as written Academic examples She inherited a *lucrative* business from her father.

**MYRIAD USE INSTEAD OF: A LOT**

Pronounced: mirr-ee-add Academic examples He discussed a myriad of topics at the meeting.

**NOTION USE INSTEAD OF: IDEA**

Pronounced: no – shon Academic examples The notion that you can stimulate an economy by devaluing the currency is nonsense.

**KNOWLEDGE: COLLOCATION**

**SKILL: -DID THE SHOPPING--MADE A MISTAKE-**

**KNOWLEDGE: ADVANCED VOCABULARY**

**Skill: use these words in a sentence correctly:**

**OBSOLETE USE INSTEAD OF: USELESS**

Pronounced: as written Academic examples Most factories in the area are now *obsolete*.

**OMINOUS USE INSTEAD OF: DANGER COMING**

Pronounced: as written Academic examples There were ominous signs that the economy was slowing down.

**PANACEA USE INSTEAD OF: THEY SAY IT CURES EVERYTHING**

Pronounced: pan – a – seer Academic examples Cutting welfare spending is seen by conservatives as a panacea that will solve all economic problems.

**PARADIGM USE INSTEAD OF: ARGUMENT WITH A STRUCTURE**

**Pronounced:** para – dime **Academic examples** This episode may serve as a *paradigm for the future*.

**KNOWLEDGE: PHRASAL VERBS**

**SKILL:**

TAKE AFTER - I think I take after my dad more than my mom.

BRUSH UP ON - I need to brush up on my English grammar.

GREAT LENGTHS -I used to go to great lengths to please people, but now I don't care if they like me.

SET OUT - I didn't set out to be good at basketball, but I began to enjoy it.

GET ROUND TO - I would like to play a musical instrument, but I just haven't got around to it.

HAD MY HEART SET ON -When I was younger, I had my heart set on becoming a musician.

FED UP - I think we are all fed up with online learning.

CHEER UP - I like to play with my dog; it cheers me up.

Talk about your family. “There is just me, my mom and dad. I think I TAKE AFTER my mom more than my dad.”





What would you like to improve about yourself? “I like playing the guitar, but I need to BRUSH UP ON my finger skills.”

Talk about something you found difficult. “I have always found Math hard, but to get into the university I will have to KNUCKLE DOWN and concentrate.”

Talk about some advice you gave someone. “I remember trying to teach my cousin to play guitar. I went to GREAT LENGTHS to show him where to place his fingers.”

Do you paint? “No, I don’t, but it is one of those activities I will GET ROUND TO one day. It would be OUTSTANDING to be able to paint pictures.”

What will you study at university? “I HAVE MY HEART SET ON becoming a doctor so I want to do Pre-Med at university.”

What school subjects do you like? “To be honest, with all this online learning, I am a little FED UP with school at the moment.”

What do you do in your spare time? “I have a lot of studying, so I don’t get much spare time, but to CHEER MYSELF UP I like to play basketball with my friends.”

### **KNOWLEDGE: ADVANCED VOCABULARY**

**Skill:** use these words in a sentence correctly:

**PAROCHIAL USE INSTEAD OF: NO REAL EXPERIENCE**

Pronounced: par – o – key – al Academic examples Business needs to be better informed and less *parochial* in their thinking.

**PRAGMATIC USE INSTEAD OF: PRACTICAL**

Pronounced: as written Academic examples The crisis demanded a less theoretical response and a more pragmatic approach.

**PREVARICATE USE INSTEAD OF: CAN’T MAKE THEIR MIND UP**

Pronounced: as written Academic examples The minister was refreshingly honest and avoided the usual prevarications.

**PLETHORA USE INSTEAD OF: MORE THAN YOU NEED**

Pronounced: as written Academic examples There are a plethora of economic theories to choose from.

**KNOWLEDGE: HYPERBOLE** (pronounced: HI – PURR – BOLL – EE)

**SKILL:** SENSATIONAL-FANTASTIC-OUTSTANDING- MARVELOUS

**KNOWLEDGE: ADVANCED VOCABULARY**

**Skill:** use these words in a sentence correctly:

**PRUDENT USE INSTEAD OF: BEING VERY CAREFUL**

Pronounced: as written Academic examples The warning from experts is that prudence and patience are required in the present economic crisis.

**RESILIENT USE INSTEAD OF: STRONG**

Pronounced: ree – zill – ee – ent Academic examples Problems have proved more resilient than first predicted.

**RETICENT USE INSTEAD OF: WILL NOT SAY**

Pronounced: rett – ee – sent Academic examples: The press conference went on for nearly an hour with the Prime minister showing none of his usual reticence to answer journalists’ questions.

**SCARCITY USE INSTEAD OF: FEW**

**KNOWLEDGE: HOW EXAMINERS CONSTRUCT QUESTIONS**

**SKILL:** practice answering

- Tell me about ...



- How are the... ?
- Why do you think...?
- What is your opinion about...?
- How can the... ?
- What changes do you think will happen if...
- How popular is ...?
- Why do people like to... ?
- Why it is important... ?
- What types of ...?
- To what extent do you think ...?
- What are the benefits of...?

### **KNOWLEDGE: ADVANCED VOCABULARY**

**Skill: use these words in a sentence correctly:**

#### **SPECIOUS USE INSTEAD OF: SOUNDS GOOD BUT IS NONESENSE**

Pronounced: spee – shuss Academic examples Most of the reasons given for the school's closure were specious.

#### **TENACIOUS USE INSTEAD OF: STUBBORN**

Pronounced: ten – ay –shuss Academic examples He is tenacious when resisting change.

#### **VIABLE USE INSTEAD OF: IT WORKS**

Pronounced: Vy-abbul Academic examples Rising costs are threatening the *viability* of many businesses.

### **LEARNING MATERIALS**

News, announcements, fictions, non-fictions, media, diagrams, graphs, personal experience, topical events, stories, manners and culture, traditions, festivals, language structures, idioms, life skills, native speakers,

### **LANGUAGE SKILLS,**

conceptualization, analysis, communication problem-solving, critical thinking & technology.

**DESIRED CHARACTERS** – 1) Love for the country and the king, faith in the religion 2) Be honest and upright 3) Possess discipline 4) Eager to learn 5) Be self-sufficient 6) Dedicated to work 7) Love for Thainess 8) Have a sense of public consciousness and 9) Be an AC gentleman.

### **RESOURCES:**

Textbooks, Handouts, exam papers, worksheets, student notebooks, presentations, information technology

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Required	<ul style="list-style-type: none"><li>• notebooks.</li><li>• Dictionary</li></ul>
Suggested	<ul style="list-style-type: none"><li>• Many different colored pens/markers/highlighters</li></ul>

### **Academic Integrity Policy**

Students are expected to adhere to the Assumption College student handbook. There is to be no plagiarism, no copying, and no cheating of any kind. These and any other acts of academic dishonesty lower the quality of the education and will not be tolerated. Students involved in any form of academic dishonesty, including any student supplying or allowing the copying to take place, will receive a zero.



Plagiarism is the act of taking someone else's work or ideas and passing them off as one's own work or ideas. Examples of plagiarism include the failure to give appropriate acknowledgement when repeating another's idea, phrase, sentence or paragraph, or failure to give appropriate acknowledgement when paraphrasing any of those.

### **Behavioral Expectations**

For the sake of all the members of the class, students are expected to respect themselves, their classmates, the teacher, and the facilities.

Students must accept responsibility for themselves and their actions. Students are expected to be ready at the start of every class (notebooks, textbook, writing utensils, etc.) and to actively participate throughout the lesson until class is dismissed.

Behavior is monitored every day as per the class rules that are set out at the beginning of the academic year (see the front of your note books). At the end of the semester the average is taken and used for the student's behavior score (20%). Students *earn* the scores they receive.

Additionally, all Thai students are expected to embrace the following *desired characteristics*:

- Love for the country and the King, faith in religion
- Possess discipline
- Be self-sufficient
- Proud to be Thai
- Be an A.C. gentleman
- Eager to learn
- Dedicated to work
- Have a sense of public consciousness
- Be honest and upright

### **Attendance & Tardiness**

Attendance will be taken at the start of every class. Students are expected to be in class on-time, every time. Unexcused absences or tardiness will not be tolerated. In the case of planned absences, please notify the teacher in as far in advance as possible. Students are expected to catch up on all missed work outside of class time.

### **Homework & Classwork**

Homework and classwork will be assigned often and must be submitted on or before the due date.. After more than one day has lapsed, a maximum score of 10 will be available. Late assignments can be submitted for a maximum of 50% up until the last week of the term. All late or missed assignments that are not turned in *before* the last week of the term will receive a zero.

### **Grading**

This course follows to the Assumption College grading scale:

$Final\ Score \geq 80\%$	4.0
$75\% \leq Final\ Score < 80\%$	3.5
$70\% \leq Final\ Score < 75\%$	3.0
$65\% \leq Final\ Score < 70\%$	2.5
$60\% \leq Final\ Score < 65\%$	2.0
$55\% \leq Final\ Score < 60\%$	1.5
$50\% \leq Final\ Score < 55\%$	1.0
$Final\ Score < 50\%$	0.0



### Evaluation and Assessment

The final semester grade for this course out of 100% is broken down as follows:

Total Score of all Formative Assessment*	50%
Behavior	10%
Midterm (Summative) Exam	20% (program mandated)
Final Exam	20% (program mandated)

\* This total score shall be reflected by the cumulative points scored by students on all class assignments, homework, extra credit work, etc.

### Assessment determination:

This syllabus is based on the important skills that students will need to successfully pass the IELTS test at level 6. The assessment will be based on students' understanding of what is expected in the different modules of the test (Listening, Reading, Writing & Speaking).

### Recommendations for Success

English can be a difficult course for many students. All students are encouraged to try the following:

1. Be on task during class. Focus and follow instructions and do the required activities to your best abilities. Do not worry about making mistakes as they are the best way for us to incorporate the materials into our long-term memories.
2. Search online (in English) if you don't understand a topic discussed in class to get a better understanding of the topic.
3. Do not copy your classmate's work; struggle through and do the work on your own. This is how you learn.
4. Come see the teacher outside of class time for assistance.
5. Revise your work, as recommended by your teacher and work to continuously improve your work. Learning is a process, not a product.
6. If you don't understand then ask your friends, communication is vital for success in English, communicate with your classmates in English, you'll be surprised how quickly your English improves just by doing this.



## **ST30276 Integrated Computing**

**Teacher** Mr. Dave

**Contact** EP Teacher Room, 2<sup>nd</sup> Floor Colombet Bldg.

**Credits** 0.5

### **Course Description**

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Study information technology and communication knowledge on the topics of, Spreadsheet (Excel) modeling, data management, types of data, files, database system, information system, data processing into information, and software for database management, file structure and file management, compositions of files, types of database, database system in application programs, database system, database design, tables, queries, forms, reports, and macros. Use information technology skills and processes which are data exploration, explanation, demonstration and analysis, discussion, construction of database system, group skills and process to create knowledge and understanding, thinking ability, exploring ability, ability to use technology, learning ability, communicative ability, systematic thinking ability, ability to use living skills and daily life with honesty, diligence, and endeavor.

### **Course Outline & Objectives**

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Topics include: [Indicators 1, 2, 3, 4]

#### **Unit 1**

##### **Information System** [Indicators 1, 2]

- Data, information, and information technology
- Data processing from information
- Software for database management system

#### **Unit 2**

##### **File structure and file management** [Indicators 2, 3,]

- Information system Structures
- File Systems and Structures
- Analyze/design database

#### **Unit 3** [Indicators 4, 5]

##### **Computer Modeling**

- Excel/spreadsheet skills
- Using Models
- Modeling financial systems

### **Resources**

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Required • EP Computer Lab

### **Academic Integrity Policy**

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Students are expected to adhere to the Assumption College student handbook. There is to be no plagiarism, no copying, and no cheating of any kind. These and any other acts of academic dishonesty lower the quality of the education and will not be tolerated. Students involved in any form of academic dishonesty, including any student supplying or allowing the copying to take place, will receive a zero.



Plagiarism is the act of taking someone else's work or ideas and passing them off as one's own work or ideas. Examples of plagiarism include the failure to give appropriate acknowledgement when repeating another's idea, phrase, sentence or paragraph, or failure to give appropriate acknowledgement when paraphrasing any of those.

### **Behavioral Expectations**

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For the sake of all the members of the class, students are expected to respect themselves, their classmates, the teacher, and the facilities. Students must accept responsibility for themselves and their actions. A behavior score (out of 10 points) is taken every day. At the end of the semester the average is taken and used for the student's behavior score (10%). Students *earn* the scores they receive.

Additionally, all Thai students are expected to embrace the following *desired characteristics*:

- Love for the country and the King, faith in religion
- Possess discipline
- Be self-sufficient
- Proud to be Thai
- Be an AC gentleman
- Eager to learn
- Dedicated to work
- Have a sense of public consciousness
- Be honest and upright

### **Attendance & Tardiness**

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Attendance will be taken at the start of every class. Students are expected to be in class on-time, every time. Unexcused absences or tardiness will not be tolerated. In the case of planned absences, please notify the teacher in as far in advance as possible. Students are expected to catch up on all missed work outside of class time.

### **Homework & Classwork**

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Homework and classwork will be assigned often and must be submitted on or before the due date. Late assignments can be submitted for a maximum of 50% up until the last week of the term. All late or missed assignments that are not turned in *before* the last week of the term will receive a zero.

### **Grading**

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This course follows to the Assumption College grading scale:

$Final\ Score \geq 80\%$	4.0
$75\% \leq Final\ Score < 80\%$	3.5
$70\% \leq Final\ Score < 75\%$	3.0
$65\% \leq Final\ Score < 70\%$	2.5
$60\% \leq Final\ Score < 65\%$	2.0
$55\% \leq Final\ Score < 60\%$	1.5
$50\% \leq Final\ Score < 55\%$	1.0
$Final\ Score < 50\%$	0.0



### **Evaluation and Assessment**

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The final semester grade for this course out of 100% is broken down as follows:

Homework/Classwork	10%
Quiz	20%
Coursework	20%
Behavior	10% (program mandated)
Midterm (Summative) Exam	20% (program mandated)
Final Exam	20% (program mandated)

### **Recommendations for Success**

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Information technology can be a difficult course for many students. All students are encouraged to try the following:

1. Read, read, read the textbook. Oftentimes, reading the text once is not enough even for native English speakers. You may need to read the material multiple times to understand. By reading along at home with the lessons taught at school (typically only a few pages per night), students will be able to responsibly manage the material and gain the most from the course.
2. Search online, in either Thai or English, if you don't understand a topic discussed in class or simply to get a better understanding of the topic.
3. Do **not** copy your classmates work; struggle through and do the work on your own! This is how you learn!
4. Come see the teacher outside of class time for assistance.
5. Do more than just the bare minimum; there are plenty of problems in the textbook. We only have time for so many of them. Do the review questions at the end of the chapter and see the teacher for the answers.
6. Study the notes and vocabulary at least a few minutes every day, such as in homeroom or during any free time you might have in other classes.



**OC30222 Business Management**

**Teacher** Dr. Hermann Gruenwald

**Contact** EP Teacher Room, 2<sup>nd</sup> Floor Colombet Building  
DrHermann365@gmail.com

**Website** <https://app.schoology.com/course/5936536647/material>

**Class Time** Thursday 08:30 - 09:20 9:20-10:10

**Credits** 1

**Course Description**

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Students will study about the principles on how to operate the information services organizations; important components of the information services organizations; operations of organization; policy making and planning, human resource management, document management; budgeting and finance; buildings and sites; standards and quality assurance; evaluation and report; partnership with industry. Students will learn through the analytic thinking process, problem solving process, practices, group work, and attitude building process. Students are expected to subsequently develop the ability to communicate, to think, and to solve problems. Life skills and the use of technology are also to be enhanced. Students will additionally be developed learning skills and skills to create innovation -- think creatively, demonstrate innovation, use critical thinking, solve problems wisely, communicate effectively, and be willing to work with others. Information-related skills will also be included in this course. Students are expected to learn about technological media, to keep themselves updated with news and information, to have good judgement on media, to be a well-rounded individual in the field of information technology and to communicate wisely. Another skill that will be fostered is life and career skills which cover flexibility, adaptability, creativity, self-responsibility and social skills. As for the students' desired characteristics, the course will focus on honesty, discipline, avidity for learning, dedication for work and public-mindedness.

**Learning Outcome:**

1. Apply concepts and principles to effectively manage an organization or the information services organization.
2. Explain the principles of operations, policy making, and planning for running organizations or the information services organizations.
3. Present how to work and put them into practice in the area of document management, finance, office supplies, building and maintenance.
4. Know the principles of quality assurance and evaluate the organizations or information services organizations with morality and ethics.

**Course Outline & Objectives**

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**Business Management** (*Indicators 1, 2, 3, 4, 6, 8, 10, 11*)

- Learn basic principles for business management.
- Discuss and apply management techniques.

**Unit 1: Management of the information services organizations**

1. *General administration*
2. *Information services organization management*





3. *Definition/Components of administration*
4. *Types and characteristics of the administrator*
5. *Role and responsibilities of the administrator*
6. *Qualifications of the administrator*

**Unit 2: Management principles and theories for the information services organization**

1. *Good characteristics of the information services organization*
2. *Administration theories for the information services organizations*
3. *Principles of personnel management*
4. *Writing a project*
5. *Organizations and management*
6. *Organizational structure of the information services organization*

**Unit 3: Policy, budget plan, and finance**

1. *Policy and planning*
2. *Budget and finance*
3. *Types of budget*
4. *Budget administration policy and standards*
5. *Budget spending of the information services organization*

**Unit 4: Personnel management**

1. *Principles of personnel management*
2. *Personnel in the information services organization*
3. *Selection of personnel for information services work*
4. *Personnel development*

**Unit 5: Management of supplies and equipment**

1. *Meaning and importance of supply*
2. *Cycle of supply administration*
3. *Principle for managing and specifying needs for supplies and equipment*
4. *Maintenance of supplies and equipment*

**Unit 6: General administrative work and document control in the information services organization**

1. *Meaning and importance of the document control work*
2. *Types, kinds, and forms of documents*
3. *Drafting and typing the documents or letters*
4. *Storage and destruction of documents*

**Unit 7: Building and site administration**



1. *Meaning, objectives and importance of buildings and sites*
2. *Location and management of buildings and sites*
3. *Place decoration*

#### **Unit 8: Statistics, reports and public relations**

1. *Meaning and the importance of statistics and reports*
2. *Preparing statistics and reports*
3. *Meaning and the importance of public relations*
4. *Media and public relations*
5. *Qualifications and codes of ethics of public relations professionals*

#### **Unit 9: Quality assurance for the information services institute**

1. *Meaning, objectives and benefits*
2. *Quality assurance system selected*
3. *Components of the system*
4. *Implementation of the quality assurance system*

#### **Unit 10: Evaluation and development of the information services organization**

1. *Meaning, importance and objectives of evaluation*
2. *Steps and methods of evaluation*
3. *Problems and solutions*
4. *Developing the information services organization*

#### **Resources**

Required	<ul style="list-style-type: none"><li>• A pink A.C. notebook (minimum A4 size)</li><li>• Basic stationary (pen, pencil, eraser, ruler, sharpener etc)</li><li>• Extra stationary (glue stick, stapler, tape, liquid paper etc.)</li><li>• AC Portfolio A4 with clear front cover</li></ul>
Suggested	<ul style="list-style-type: none"><li>• Various colored pens / markers / highlighters / pencils</li></ul>
Occasional	<ul style="list-style-type: none"><li>• Smart phones for research in class</li><li>• USB thumb drives to save typed work onto</li><li>• Materials potentially needed for special projects</li></ul> <p><i>The above will be requested a week in advance of use</i></p>

#### **Academic Integrity Policy**

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### **Behavioral Expectations**

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Behavior and participation is monitored during every class and points are deducted for misbehavior, non-participation or disruption to the class. This is averaged throughout the semester and calculated as a score of 10 at the end of semester.

Additionally, all Thai students are expected to embrace the following *desired characteristics*:

- Possess discipline
- Be an AC gentleman
- Be honest and upright
- Be eager to learn
- Be dedicated to work
- Have a sense of public-consciousness

### **Attendance & Tardiness**

Attendance will be taken at the start of every class. Students are expected to be in class on-time, every time. Unexcused absences or tardiness will not be tolerated. In the case of planned absences, please notify the teacher in as far in advance as possible. Students are expected to catch up on all missed work outside of class time check schoology for the content of the lectures and the in-class assignments and homework and project assignments.

### **Homework & Class Work**

Homework and class work will be assigned often, must be completed to a high standard and be submitted on or before the due date. Late assignments are subject to 50% less marks for each week they are late. All missed assignments will receive a zero and will dramatically reduce the averaged class work and homework scores of the individual.

### **Grading**

This course follows to the Assumption College grading scale:

$Final\ Score \geq 80\%$	4.0
$75\% \leq Final\ Score < 80\%$	3.5
$70\% \leq Final\ Score < 75\%$	3.0
$65\% \leq Final\ Score < 70\%$	2.5
$60\% \leq Final\ Score < 65\%$	2.0
$55\% \leq Final\ Score < 60\%$	1.5
$50\% \leq Final\ Score < 55\%$	1.0
$Final\ Score < 50\%$	0.0



### **Evaluation and Assessment**

The final semester grade for this course out of 100% is broken down as follows:

Behavior & Participation	10%	Affective Domain
Class Work	10%	Formative
Home Work	10%	Formative
Presentation	10%	Formative
Portfolio	10%	Formative
Team Work	10%	Formative
		50% Formative
Midterm Exam	20 %	Exams
Final Exam	20%	Exams

### **Recommendations for Success**

1. Bring all the materials that are needed to complete projects on the day of class
2. Be creative and work hard for your own success and learning.
3. Don't be afraid to experiment and have fun studying
4. Plan projects carefully and have the required materials for your project
5. Keep your notebook tidy, attractive and up-to-date and submit work on time
6. Check schoology.com for assignments and course materials and grades



## **OC30230 Introduction to Start-up**

**Teacher** Mr. Pathomphone Thongchanh

**Contact** EP Personnel Office, 1st Floor Colombet Building  
epac.pat@gmail.com

**Website** <https://classroom.google.com/c/NjEwMjk2MTYyNTk3?cjc=bohegli>

**Class Time** Thursday 13:00 - 13:50 | 14:00 - 14:50

**Credits** 0.5

### **Course Description**

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Students will learn and understand the basic entrepreneurial concepts about business start-ups, focus on understanding the entrepreneurial mindset, and develop entrepreneurial skills through hands-on learning. This course emphasizes the entrepreneurial process and the application of this process to a broad range of business contexts. The course will also address the students' creativity, including their skills related to securing resources, team building, communication, and leadership.

### **Learning Outcome:**

Students will be able to—

1. Understand and explain the basic concepts for a start-up.
2. Know the preliminary processes to developing ideas for a start-up.
3. Create the business model that start-ups use.
4. Understand the principles of fundraising for start-ups.
5. Apply concepts and principles to effectively pitch a start-up to potential investors.
6. Understand entrepreneurial failure and success through a case study review, as well as through experience and practice in a business simulation/gaming environment.

### **Course Outline & Objectives**

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#### **Introduction to Start-up** (*Indicators 1, 2, 3, 4*)

- Gain knowledge and understanding of the Entrepreneurial Mindset
- Gain knowledge and understanding of best practices of successful business owners.
- Gain knowledge and understanding of good Entrepreneurial Skills
- Understand the importance of the Digital Disruption Era that affects the business of entrepreneurs in modern times

#### **Unit 1: Basics of Start-ups**

1. *What is the meaning of start-up?*
2. *Difference between 'start-up' and 'SME'*
3. *Factors that make start-ups succeed or fail*
4. *Start-ups and Thai businesses in the global market*

#### **Unit 2: Developing Ideas**

1. *Evaluation of preliminary ideas*
2. *Evaluation of ideas (from Investor perspective)*



3. *Market and Product Analysis*
4. *Methods of Market Analysis*
5. *How to turn user problems into ideas*

### **Unit 3: Business model**

1. *Business model parameters*
2. *Business model that start-ups use*
3. *Case Study*

### **Unit 4: Fundraising**

1. *Fundraising*
2. *Preparing for ‘Pitching’*

### **Unit 5: Practical Simulation/Business Startup**

1. *Practical business simulation/gaming experience.*

### **Resources**

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- |            |  |
|------------|--|
| Required   | <ul style="list-style-type: none"><li>• A pink A.C. notebook (minimum A4 size)</li><li>• Basic stationary (pen, pencil, eraser, ruler, sharpener etc)</li><li>• AC Portfolio A4 with clear front cover</li></ul>                       |
| Suggested  | <ul style="list-style-type: none"><li>• Various colored pens / markers / highlighters / pencils</li><li>• Laptop or tablet (i.e. iPad)</li><li>• Smart phones for research in class</li></ul>  |
| Occasional | <ul style="list-style-type: none"><li>• USB thumb drives to save typed work onto</li><li>• Materials potentially needed for special presentation projects</li></ul> <p><i>The above will be requested a week in advance of use</i></p> |

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$Final\ Score < 50\%$	0.0

### **Evaluation and Assessment**

The final semester grade for this course out of 100% is broken down as follows:

Behavior & Participation	10%	Affective Domain
Team Work	5%	Formative
Home Work	20%	Formative
Presentation	15%	Formative
Simulation/Game Practical Exercise	10%	Formative
		50% Formative
Midterm Exam	20 %	Exams
Final Exam	20%	Exams



### **Recommendations for Success**

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