



TQF.3

Bachelor's Degree

## **TQF. 3 Course Syllabus**

Course Title : HIR 4409  
Seminar on Restaurant Business

Credits : 3 (3-0-6)  
Semester : 2 Academic Year : 2017  
Bachelor of Arts in Hotel management  
(Restaurant Major)  
International College,  
Suan Sunandha Rajabhat University  
(SSRUIC)

*Revised on 15<sup>th</sup> December, 2017*

## Section 1 General Information

### 1. Code and Course Title:

Course Code: HIR 4409  
Course Title (English): Seminar on Restaurant Business

### 2. Credits : 3 (3-0-6)

### 3. Curriculum and Course Category :

This course is in Bachelor of Art in Hotel Management Program (Restaurant Major), International College, SSRU is categorized in :

- |  |   |
|--|---|
| <input type="checkbox"/> General Education | <input checked="" type="checkbox"/> Required Course |
| <input type="checkbox"/> Elective Course   | <input type="checkbox"/> Other                      |

### 4. Lecturer Responsible for Course and Instructional Course Lecturer:

4.1 Lecturer Responsible for Course: Aj.Nuntana Ladplee  
Room Number : 305 Tel. 034-964946 Ext. 330  
E-mail : nantana.la@ssru.ac.th

4.2 Instructional Course Lecturer (s):  
(1) Aj.Nuntana Ladplee  
(2) .....N/A.....

### 5. Semester/Year of Study

5.1 Semester 2 Year of Study 2017

5.2 Number of the student enrolled 10 persons (RB59)

### 6. Pre-requisite Course (If any)

None

### 7. Co-requisite Course:

None

### 8. Learning Location

Building: International College, Nakhon Pathom Education Center

### 9. Last Date for Preparing and Revising this Course:

15<sup>th</sup> December, 2017

## Section 2 Aims and Objectives

### 1. Course Aims

At the end of this course, the student will reach to five domains in the following areas of performance:

#### 1.1 Ethics and Morals

- (1) Be able to deliver or to complete a required task at or the appointed time.
- (2) Be able to do the right thing according to the values, beliefs and principles they claim to hold.
- (3) Be able to make decisions in business according to moral concepts and judgments.

#### 1.2 Knowledge

- (1) Understanding the business theories and important case studies taught
- (2) To be able to provide an analysis and provide the solution to real world problems
- (3) To be able to use business knowledge integrated with other disciplines

#### 1.3 Cognitive Skills

- (1) The ability to gather and summarize information, and conduct research
- (2) Self-study and sharing information to the class
- (3) The ability to solve problems from case studies

#### 1.4 Interpersonal Skills and Responsibilities

- (1) Be able to communicate with foreigners in English
- (2) Be able to use English to solve business problem
- (3) Initiate some new business ideas and have leadership

#### 1.5 Numerical Analysis, Communication and Information Technology Skills

- (1) Be able to use basic ICT skills and apply them to daily.
- (2) Be able to use IT to search for new knowledge and apply numerical analysis in communication with emphasis on practical and real life experiences.

### 2. Objectives for Developing / Revising Course (content / learning process / assessment / etc.)

Assessment is revised by adding more practical training of decorating table skirts which is a useful skill in any hotel and restaurant business. This will help students gain more hand-on skills to develop their ability.

### Section 3 Course Structure

#### 1. Course Outline

The basic seminar planning skills, food service industry, current events, news about the products and style of the hotel development, study and analyze in the popular trends in food service and hotel innovation in terms of products, property, services and guest behavior, service innovation, food service industry discussion in case studies around the world, seminar conducting.

#### 2. Time Length per Semester (Lecture – hours / Practice – hours / Self Study – hours)

<b>Lecture (hours)</b>	<b>Remedial Class (hours)</b>	<b>Practice/ Field Work/Internship (hours)</b>	<b>Self Study (hours)</b>
45	Upon request	0	90

#### 3. Time Length per Week for Individual Academic Consulting and Guidance

1 hour/ week

3.1 Self consulting at the lecturer's office; Room number 305

International College

3.2 Consulting via mobile phone 095-953-6924

3.3 Consulting via E-mail : [nantana.la@ssru.ac.th](mailto:nantana.la@ssru.ac.th)

3.4 Consulting via Social Media : Line id : nuntanaladplee

3.5 Consulting via Computer Network : Moodles (E-Learning)

## Section 4: Developing Student's Learning Outcomes

### 1. Moral and Ethics

#### 1.1 Moral and Ethics to be developed

- (1) Be able to deliver or to complete a required task at or the appointed time.
- (2) Be able to do the right thing according to the values, beliefs and principles they claim to hold
- (3) Be able to make decisions in business according to moral concepts and judgments.

#### 1.2 Teaching Strategies

- (1) The team of students will help to remind other team members to be on time.
- (2) Provide an example of integrity in classroom such as no plagiarism.
- (3) Provide a case study that explains business ethics.

#### 1.3 Assessment Strategies

- (1) Checking student attendance every class
- (2) Evaluate from how many students cheating in exam.
- (3) Evaluate from students' responsibility on their contribution on group project.

### 2. Knowledge

#### 2.1 Knowledge to be developed

- (1) Understanding the business theories and important case studies taught
- (2) To be able to provide an analysis and provide the solution to real world problems
- (3) To be able to use business knowledge integrated with other disciplines

#### 2.2 Teaching Strategies

- (1) Use Problem-based learning
- (2) Use cooperative learning techniques
- (3) Invite guest speaker who is an expert in real world business

#### 2.3 Assessment Strategies

- (1) Use Problem-based learning
- (2) Use cooperative learning techniques
- (3) Invite guest speaker who is an expert in real world business

### 3. Cognitive Skills

#### 3.1 Cognitive to be developed

- (1) The ability to gather and summarize information, and conduct research
- (2) Self-study and sharing information to the class
- (3) The ability to solve problems from case studies

### **3.2 Teaching Strategies**

- (1) Group Presentations
- (2) Participate in real competitions.
- (3) Problem-based learning

### **3.3 Assessment Strategies**

- (1) Presentation
- (2) Peer review
- (3) Check list
- (4) Portfolios
- (5) Self Evaluation

## **4. Interpersonal Skills and Responsibilities**

### **4.1 Interpersonal Skills and Responsibilities to be developed**

- (1) Be able to communicate with foreigners in English
- (2) Be able to use English to solve business problem
- (3) Initiate some new business ideas and have leadership

### **4.2 Teaching Strategies**

- (1) Allow students with work in unfamiliar situation with new team members
- (2) Practice business manner and how to deal with customers
- (3) Use advance business English to communicate in class and with lecturers

### **4.3 Assessment Strategies**

- (1) How students participate in teamwork
- (2) How students use advance business English in their presentation.

## **5. Numerical Analysis, Communication and Information Technology Skills**

### **5.1 Numerical Analysis, Communication and Information Technology Skills to be developed**

- (1) Be able to use basic ICT skills and apply them to daily.
- (2) Be able to use statistics and mathematics to solve business problems.
- (3) Be able to use IT to search for new knowledge and apply numerical analysis in communication with emphasis on practical and real life experiences

### **5.2 Teaching Strategies**

- (1) Use activities such as encouraging students to show their work in an exhibition.
- (2) Students will form a team and do the group projects that require two-ways communication and develop their social skills.

### **5.3 Assessment Strategies**

- (1) Evaluate their ability to present their work in at a exhibition.
- (2) Evaluate their ability to use software computer such as Photoshop doing their work.

**Remark:**

Symbol ● means “major responsibility”

Symbol ○ means “minor responsibility”

No Symbol means “no responsibility”

## Section 5 Lesson Plan and Assessment

### 1. Lesson Plan

Week	Topic/Outline	Hour(s)	Learning Activities and Medias
1	Introduction to the course Notify about Group Project Introduction to Seminar and Events	3	<ul style="list-style-type: none"> <li>● Pretest</li> <li>● Lecture and group discussion</li> <li>● Cooperative learning: round robin</li> </ul>
2	Food service industry, current events, news about the products and style of the hotel development	3	<ul style="list-style-type: none"> <li>● Lecture and group discussion</li> <li>● Activities sheets</li> </ul>
3	Effective Operation and Implementation in Seminar and Event planning	3	<ul style="list-style-type: none"> <li>● Lecture and group discussion</li> <li>● Activities sheets</li> <li>● Problem based learning: case study</li> </ul>
4	Trends in food service, hotel innovation and service innovation	3	<ul style="list-style-type: none"> <li>● Lecture and group discussion</li> <li>● Activities sheets</li> <li>● Problem based learning: case study</li> </ul>
5	Venue Management in Seminar and Events	3	<ul style="list-style-type: none"> <li>● Lecture and group discussion</li> <li>● Activities sheets</li> </ul>

<b>Week</b>	<b>Topic/Outline</b>	<b>Periods</b>	<b>Learning Activities and Medias</b>
6	Table skirting Workshop (1)	3	<ul style="list-style-type: none"> <li>• Practical Training</li> </ul>
7	Table skirting Workshop (2)	3	<ul style="list-style-type: none"> <li>• Practical Training</li> </ul>
8	<b>MIDTERM EXAMINATION</b>		
9	Table skirting Test (Individual)	3	<ul style="list-style-type: none"> <li>• <b>Score 10 points</b></li> </ul>
10	Student meeting to Preparation for the Seminar Hand-in minute meeting 1	3	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• PBL</li> <li>• Group discussion</li> </ul>
11	Student meeting to Preparation for the Seminar Hand-in minute meeting 2	3	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• PBL</li> <li>• Group discussion</li> </ul>
12	Student meeting to Preparation for the Seminar Hand-in minute meeting 3	3	<ul style="list-style-type: none"> <li>• PBL</li> <li>• Group discussion</li> </ul>
13	Student meeting to Preparation for the Seminar Hand-in minute meeting 4	3	<ul style="list-style-type: none"> <li>• PBL</li> <li>• Group discussion</li> </ul>
14	Organizing a seminar	3	<ul style="list-style-type: none"> <li>• Students organize a seminar</li> </ul>
15	Report Submission	3	<ul style="list-style-type: none"> <li>• Group discussion</li> </ul>
16	Make up class		
17	<b>FINAL EXAMINATION</b>		
<b>Total of Hours</b>		<b>45</b>	



## 2. Learning Assessment Plan

	<b>Learning Outcome</b>	<b>Assessment Activities</b>	<b>Time Schedule (Week)</b>	<b>Proportion for Assessment (%)</b>
1	<b>Ethics and Morals</b> To have responsible in fully participate and being on time for classes.	Class attendance checklist	Throughout semester	10%
2	<b>Knowledge</b> Able to identify, analyze the subject and able to have the feedback among other students on the course materials.	Midterm examination Final Examination	Week 8 and 17	50% (20%, 30%)
3	<b>Cognitive Skills</b> Work on an individual assignment	Individual Assignment Writing Practice	Throughout semester	10%
4	<b>Interpersonal Skills and Responsibilities</b> Able to participate in class and work with classmates appropriately.	Class participation	Throughout semester	20%
5	<b>Numerical Analysis, Communication and Information Technology Skills</b> Able to demonstrate with communication skills and working as a team.	Group assignment	Throughout semester	10%

## Section 6 Learning and Teaching Resources

### 1. Textbook and Main Documents

Raj, R., & Musgrave, J. (2009). *Event Management and Sustainability*. Wallingford, UK: CABI

Rogers, T.(2003). *Conferences and Conventions: A Global industry*. Oxford (England: Butterworth-Heinemann.

Vining, S. (2001, Fall). *The Future of the meetings industry: Why certain conference innovators are winning Meeting discoveries*, 1, 1-7.

## **2. Important Documents for Extra Study**

Fenich, G. (2005). Meeting, expositions, events, and conventions: An introduction to the industry. Upper Saddle River, N.J.: Pearson/Prentice Hall.

## **3. Suggestion Information (Printing Materials/Website/CD/Others)**

### **Keywords for searching:**

Meeting, Incentive Travel, Conference, Convention, Events

**Website:** <http://www.businesseventsthailand.com/>

# **Section 7 Course Evaluation and Revising**

## **1. Strategies for Course Evaluation by Students**

Using survey questions to collect information from the students' opinions to improve the course and enhance the curriculum. Examples of questions:

- (1) Content objectives were made clear to the students.
- (2) The content was organized around the objectives.
- (3) Content was sufficiently integrated.
- (4) Content was sufficiently integrated with the rest of the first year curriculum.
- (5) The instructional materials used were effectively.
- (6) The learning methods appropriate assessed the students' understanding of the content.
- (7) Overall, Students are satisfied with the quality of this course.

## **2. Strategies for Course Evaluation by Lecturer**

2.1 Lecturers team observe the class and discuss the results as follow:

- (1) The lecturer is well prepared for class sessions.
- (2) The lecturer answers questions carefully and completely.
- (3) The lecturer uses examples to make the materials easy to understand.
- (4) The lecturer stimulated interest in the course.
- (5) The lecturer made the course material interesting.
- (6) The lecturer is knowledgeable about the topics presented in this course.
- (7) The lecturer treats students respectfully.
- (8) The lecturer is fair in dealing with students.
- (9) The lecturer makes students feel comfortable about asking question.
- (10) Course assignment are interesting and stimulating.
- (11) The lecturer's use of technology enhanced learning in the classroom.

2.2 The Director /Head of program construct assessment items to evaluate four dimensions of lecturer's competencies : teaching skills, organization and presentation of materials, management of the learning environment, and teaching attitudes.

### **3. Teaching Revision**

Lecturer revises teaching/learning process based on the results from the students' survey questions , the lecturer team's observation, and classroom research.

### **4. Feedback for Achievement Standards**

International College Administrator Committee monitor to assessment process and Grading.

### **5. Methodology and Planning for Course Review and Improvement**

- (1) Revise and develop course structure and process every two years.
  - (2) Assign different lecturers teach this course to enhance students' performance.
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