



MA30103 Foundation Mathematics 3

Teacher Dr. Keerthi Prabhakar
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Class Time EP-M5/1: Tue, period 1; Thu, period 1
EP-M5/2: Mon, period 3 ; Thu, period 4

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, 3rd Edition
Teacher will also provide handouts

Course Outline & Objectives

Unit	Topic
1	Sequences and Series 1. Sequences 2. Arithmetic sequences* 3. Geometric sequences* 4. Series 5. Arithmetic series 6. Geometric series Sub: Money - Simple interest, Compound interest, Depreciation
2	Probability 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, 2nd Floor Colombet Building.
skkumarshiv100@gmail.com

Class Time EP-M5/1: Wednesday Period 1, Thursday Period 3
EP-M5/2: Tuesday Period 1, Thursday Period 1
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

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

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. 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

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

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

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:

<i>Final Score</i> ≥ 80%	4.0
$75\% \leq \textit{Final Score} < 80\%$	3.5
$70\% \leq \textit{Final Score} < 75\%$	3.0
$65\% \leq \textit{Final Score} < 70\%$	2.5
$60\% \leq \textit{Final Score} < 65\%$	2.0
$55\% \leq \textit{Final Score} < 60\%$	1.5
$50\% \leq \textit{Final Score} < 55\%$	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:

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.



Semester One: [2024] STUDENT SYLLABUS FOR 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 wordwith 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	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
WRITING	3. answer in sentences 6. explain 7. life skills 8. opinions 10. news 11. Summarize 12. social, and global 14. ideas, beliefs	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



	15. grammar 16. grammar 17. Analyze 19. academic topics 20. investigate/search 21. community/national	
SPEAKING	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	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

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

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

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.

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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 successful 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 ling-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.



Semester One: STUDENT SYLLABUS FOR ACADEMIC ACHEIVEMENT

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 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 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 19th 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 NONESSENCE

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

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



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. 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:

<i>Final Score</i> ≥ 80%	4.0
75% ≤ <i>Final Score</i> < 80%	3.5
70% ≤ <i>Final Score</i> < 75%	3.0
65% ≤ <i>Final Score</i> < 70%	2.5
60% ≤ <i>Final Score</i> < 65%	2.0
55% ≤ <i>Final Score</i> < 60%	1.5
50% ≤ <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:

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 successful 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.



Student Syllabus for: 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

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

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 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

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:

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.

Week	Content
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	MIDTERM EXAMS
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	FINAL EXAMS



ST30106 Data Analytics Technology

Teacher Mr. Dave Thomas
Contact EP Computer Lab 5th Floor 2003 building
 nick.sebasco@gmail.com
Class Time EP-M5/1-3
Credits 0.5

Course Description

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

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

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

Resources

Required • EP Computer Lab

Academic Integrity Policy

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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.



ST30276 Integrated Computing

Teacher Mr. Dave

Contact EP Teacher Room, 2nd Floor Colombet Bldg.

Credits 0.5

Course Description

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

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

- Required
- EP Computer Lab
 -

Academic Integrity Policy

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Behavioral Expectations

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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
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- Eager to learn
- Dedicated to work
- Have a sense of public consciousness
- Be honest and upright

Attendance & Tardiness

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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:

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

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.



OC30105 Foundation Occupational Works 2

Teacher Dr. Hermann Gruenwald

Contact EP Teacher Room, 2nd Floor Colombet Building
Hermann_gr@assumption.gmail.com

Website <https://classroom.google.com/c/Njg0NTc1Njg1MTkx>

Class Time M5/1 Wednesday 14:50 - 15:40
M5/2 Monday 13:00 – 13:50

Credits 0.5

Course Outline & Objectives

Strand 1 Living and Family

Standard OT1.1: 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. OT1.1 S4-6/1 Explain methods of working for a living.
2. OT1.1 S4-6/2 Create work with creative thinking and have collaboration skill.
3. OT1.1 S.4-6/3 Have management skills for work.
4. OT 1.1 S.4-6/4 Have skills for problem-solving processes.
5. OT1.1 S.4-6/5 Have skills for seeking knowledge for a living.
6. OT1.1 S.4-6/6 Have desirable characteristics for work.
7. OT1.1 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 OT2.1 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. OT2.1 S.4-6/1 Discuss guidelines for taking up occupations of interest.
2. OT2.1 S.4-6/2 Choose and apply technology appropriate to the occupations.
3. OT2.1 S.4-6/3 Have experience in occupations which students have aptitude and interest.
4. OT 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.

1 Business Operation

1. Business Operation Skills
 2. Leadership, Vision and Mission
 3. Shares Mobilization, Business Name Generator, Choosing the Executive
 4. Plan the fundraising for the Company
 5. Marketing Research
 6. Production Decision
 7. Selling Strategy and Advertising
 8. Company Logo Design and Product Design
- 1.9 VDO Presentation
- 1.10 Annual Report

2 Business Plan

2.1 Production

- Schedule the Production steps
- Design and decide to choose the product
- Choose the factory
- Check the Quality of product

2.2 Marketing

- Design the evaluation form and questionnaire
- Survey the target market



- Market Analyzing
- 2.3 Finance
 - Accounting, Check the balance sheet
- 2.4 Human Resource
 - Sell the shares and Salary
 - Company Regulations
- 2.5 Public Relation
 - Create billboards /Website / FB / IG to support the sell and company image
 - Find the distribution channels
- 3 Career Preparation
 - 3.1 Business Extension

Resources

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

- 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	A
$75\% \leq Final\ Score < 80\%$	3.5	B+
$70\% \leq Final\ Score < 75\%$	3.0	B
$65\% \leq Final\ Score < 70\%$	2.5	C+
$60\% \leq Final\ Score < 65\%$	2.0	C
$55\% \leq Final\ Score < 60\%$	1.5	D+
$50\% \leq Final\ Score < 55\%$	1.0	D
$Final\ Score < 50\%$	0.0	F



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



OC30222	Business Management
Teacher	Dr. Hermann Gruenwald
Contact	EP Teacher Room, 2 nd Floor Colombet Building Hermann_gr@assumption.gmail.com
Website	https://classroom.google.com/c/Njc5OTI2MDExMjcZ
Class Time	Tuesday 14:00-14:50 & 14:50-15:40
Credits	1

Course Description

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

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

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Grading

This course follows to the Assumption College grading scale:

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



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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OC30230 Introduction to Start-up

Teacher Mr. Pathomphone Thongchanh
Contact EP Personnel Office, 1st Floor Colombet Building
pathomphone.th@assumption.ac.th

Website <https://classroom.google.com/c/NjU1OTUzMjk1ODEy?cjc=ajxyxyj>

Class Time Friday, Period 4, 11:10 - 12:00

Credits 1

Course Description

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

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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Suggested	<ul style="list-style-type: none">• Various colored pens / markers / highlighters / pencils• Laptop or tablet (i.e. iPad)• Smart phones for research in class
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$60\% \leq Final\ Score < 65\%$	2.0	C
$55\% \leq Final\ Score < 60\%$	1.5	D+
$50\% \leq Final\ Score < 55\%$	1.0	D
$Final\ Score < 50\%$	0.0	F



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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