



**Tentative Course Syllabi**  
**Non – Economics Courses**  
**Semester 2/2021**

**Thammasat University**  
**Faculty of Economics**  
**Bachelor of Economics (International Program)**

# **AC 201**

## **Fundamental Accounting**

### **Course Description:**

The basic principles, concepts, and procedures for collecting and recording accounting information; preparation and analysis of financial reports; accounting cycle; accounting and disclosure for assets, liabilities, and owners' equity.

### **Course Objectives:**

The purpose of this course is to introduce students the role of accounting as a window through which to see how economic events affect business. The students will learn conceptual framework as well as accounting procedures. The emphasis will be on preparing and using accounting information for financial analysis.



### **C**lass Time:

**Group:** 046401  
**Day:** Fridays  
**Time:** 09:00 a.m. – 12:00 noon (3-hour class)

**Group:** 046402  
**Day:** Fridays  
**Time:** 02:00 p.m. – 05:00 p.m. (3-hour class)

## **R**equired readings/course materials:

**Instructors' Class Notes**

## **S**uggested Readings:

### **Thai Financial Reporting Standards:**

Selected Thai Financial Reporting Standards will be discussed in class.

Framework for the Preparation and Presentation of Financial Statements

TAS 1 Presentation of Financial Statements

TAS 2 Inventories

TAS 7 Statement of Cash Flows

TAS 16 Property, Plant and Equipment

TAS 37 Provisions, Contingent Liabilities and Contingent Assets

TAS 38 Intangible Assets

TFRS9 Financial Instruments

TFRS15 Revenues from contracts with customers

**Links:**

Useful links are provided below:

www.tfac.or.th	Thailand Federation of Accounting Professions
www.set.or.th	The Stock Exchange of Thailand
www.settrade.com	The Stock Exchange of Thailand Group
www.sec.or.th	Securities and Exchange Commission of Thailand
www.moc.go.th	Ministry of Commerce of Thailand
www.bot.or.th	Bank of Thailand
www.iasb.org	International Accounting Standard Board



**Tentative Grading:**

Score Allocations	
Quizzes, Assignments, Attendance and Participation	30%
Midterm Examination	30%
Final Examination	40%
<b>Total</b>	<b>100%</b>

The score allocation and methods of collecting scores may be adjusted to fit the situations and challenges emerged during the semester. I will inform students regarding any adjustments, if needed.

Dishonesty during the quizzes and tests will result in an immediate "F" grade in this course and suspension according to Thammasat University Code of Conduct.

**Course Administration:**

- 1. Quizzes, Assignments, Attendance and Participation (30%)**  
The unannounced short quizzes will be given in class. The students must prepare for the quizzes at all time. No make-up quiz is allowed for any reasons. Moreover, instructor may assign works to enhance understanding of students on the subject matters. The attendance and participation will be collected throughout the semester.
- 2. Midterm Exam (30%)**  
The midterm exam is closed-book exam.
- 3. Final Exam (40%)**  
The final exam is closed-book exam.

**Note that only basic calculator is are allowed in the quizzes and exams. Mobile phone or other electronic devices cannot be used as calculator.**

# C

## Course Schedule:

Sessions	Topics
Session #1	<p><b>Course Overview</b></p> <p><b>Financial Statements and Business Decisions</b></p> <ul style="list-style-type: none"> <li>▪ The Four Basic Financial Statements: Statement of Financial Position, Statement of Comprehensive Income, Statement of Changes in Stockholders' Equity, and Statement of Cash Flows</li> </ul>
Session #2	<p><b>Investing and Financial Decisions and the Statement of Financial Position</b></p> <ul style="list-style-type: none"> <li>▪ Accounting Concepts</li> <li>▪ Nature of Business Transactions</li> <li>▪ The Accounts</li> <li>▪ Transaction Analysis</li> <li>▪ Debit/Credit, Journal Entry, T-Account</li> <li>▪ Classified Statement of Financial Position</li> </ul>
Session #3	<p><b>Operating Decisions and the Statement of Comprehensive Income</b></p> <ul style="list-style-type: none"> <li>▪ The Operating Cycle</li> <li>▪ Elements of Statement of Comprehensive Income</li> <li>▪ Cash Basis/Accrual Basis Accounting</li> <li>▪ Classified Statement of Comprehensive Income</li> </ul>
Session #4	<p><b>Adjustments, Financial Statements, the Quality of Earnings</b></p> <ul style="list-style-type: none"> <li>▪ Adjusting Revenues and Expenses</li> <li>▪ Preparing Financial Statements</li> <li>▪ Closing the Books</li> </ul>
Session #5	<p><b>Adjustments, Financial Statements, the Quality of Earnings (continued)</b></p>
Session #6	<p><b>Reporting and Interpreting Sales Revenue, Receivables, and Cash</b></p> <ul style="list-style-type: none"> <li>▪ Accounting for Net Sales Revenue</li> <li>▪ Measuring and Reporting Receivables</li> <li>▪ Reporting and Safeguarding Cash</li> <li>▪ Reconciliation of the Cash Accounts</li> </ul>
Session #7	<p><b>Reporting and Interpreting Cost of Goods Sold and Inventory</b></p> <ul style="list-style-type: none"> <li>▪ Nature of Inventory and Cost of Goods Sold</li> <li>▪ Inventory Costing Methods</li> <li>▪ Valuation at Lower of Cost of Net Realizable Value</li> </ul>
Midterm Exam	

<b>Sessions</b>	<b>Topics</b>
Session #8	<b>Reporting and Interpreting Property, Plant, and Equipment</b> <ul style="list-style-type: none"> <li>▪ Acquisition and Maintenance of Plant and Equipment – Classifying Long-Lived Assets, Measuring and Recording Acquisition Cost</li> <li>▪ Use, Impairment, and Disposal of Plant and Equipment – Depreciation Concepts, Alternative Depreciation Methods (Straight-line, Units-of-Production, Declining-Balance)</li> </ul>
Session #9	<b>Reporting and Interpreting Liabilities</b> <ul style="list-style-type: none"> <li>▪ Current Liabilities – Accounts Payable, Accrued Liabilities, Notes Payable, Current Portion of Long-term Debt, Deferred Revenues</li> <li>▪ Long-term Liabilities – Long-term Notes Payable and Bonds</li> <li>▪ Present Value Concepts – Present Value of a Single Amount, Present Value of an Annuity, Applications of Present Values</li> </ul>
Session #10 -#11	<b>Reporting and Interpreting Bonds</b> <ul style="list-style-type: none"> <li>▪ Characteristics of Bonds Payable</li> <li>▪ Reporting Bonds Transactions – Bonds Issued at Par, Bonds Issued at Discount, Bonds Issued at Premium</li> </ul>
Session #12	<b>Reporting and Interpreting Shareholders' Equity</b> <ul style="list-style-type: none"> <li>▪ Ownership of a Corporation – Benefits of Share Ownership, Authorized, Issued, and Outstanding Shares</li> <li>▪ Ordinary Share Transactions – Share Issuance, Share Repurchase</li> <li>▪ Dividends on Ordinary and Preferred Shares</li> <li>▪ Preferred Shares – Dividends on Preference Shares</li> </ul>
Session #13	<b>Reporting and Interpreting Financial Assets</b> <ul style="list-style-type: none"> <li>▪ Financial assets at amortized cost, Financial assets at fair value through profit or loss, Financial assets at fair value through other comprehensive income</li> </ul>
Session #14	<b>Statement of Cash Flows</b> <ul style="list-style-type: none"> <li>▪ Classifications of the Statement of Cash Flows – Cash Flows from Operating Activities, Investing Activities, and Financing Activities</li> <li>▪ Reporting and Interpreting Cash Flows from Operating Activities – Direct VS. Indirect Method</li> </ul>
Session #15	<b>Wrap-up</b>

## **Tentative Course Outline**

### **BA291 Introduction to Business**

**Number of Credits:** 3 credits (3-0-6)

**Course Description:**

Understand and able to apply business organization, structure, and its existence in general, including types of ownership, business administration process and activities, especially in crucial business function i.e. marketing, finance, accounting to give general ideas of various business function. This course allows participants to gain comprehension in different activities of each business type through real business experience.

**Course Objectives:**

1. Students will be able to understand business system and its functions
2. Students will be able to use different frameworks and method to analyze business priorities
3. Students will be able to choose appropriate method to analyze a business and execute basic business function
4. Students will be able to perform basic business activities
5. Students will be able to set up a strategy in each business area
6. Students will be able to evaluate and measure business outcomes through key financial figures
7. Students will be able to identify circumstances that require integrity and be able to take correct course of action

**Teaching Materials and Resources:**

Required textbook and reading:

Bovee, Courtland L. & Thill, John V. (2017) *Business in Action 9<sup>th</sup> edition*. Pearson Education Limited. New York, NY. ISBN-13: 978-0135175477

Recommended readings:

*SWOT Analysis I: Looking Outside for Threats and Opportunities*, an excerpt from *Strategy: Create and Implement the Best Strategy for Your Business* (2006). Harvard Business School Press. Boston, MA. ISBN-13: 978-1422105528

Porter, Michael E. *The Five Competitive Forces That Shape Strategy*. *Harvard Business Review*. January 2008. Boston, MA.

Osterwalder, Alexander & Pigneur, Yves. (2010) *Business Model Generation: A Handbook for Visionaries, Game Changers, and Challengers*. John Wiley and Sons. New Jersey, NY. ISBN-13: 978-0470876411

**Evaluation Methods:** Your participation will be assessed continuously throughout the semester. Although part of your grade will relate to individual work, you will also be assessed on your participation with other students in class discussions and involvement in activities.

6.1 Class work/ participation/ pre-test	10%
6.2 After-class quizzes and assignments	15%
6.3 Midterm exam	25%
6.4 Group Presentation and Report	20%
6.5 Final exam	30%
Total	100%

*Participation:*

Active involvement in class discussions is expected in the form of comments, questions, and observations pertinent to the reading. Your involvement should reflect your careful considerations of assigned readings. Indications that assigned reading have been read on time are important. You are also expected to contribute to the discussion in a knowledgeable manner for each assignment. Since participation cannot occur without regular attendance, your presence in class is required. You are expected to be on time and to be present for the entire class meeting.

*After-class quizzes:*

These quizzes, available on Moodle, are intended to give you a review of lesson learnt each week. You may attempt to take the quiz more than one time.

*Group presentation:*

Students are expected to form a group of 5-6 members to present applicable case studies related to the assigned topics, before the end of the semester. The presentation should not take more than 20 minutes, including Q&A and discussion with classmates.

**Grading Criteria:**

A	= 90 % up
B+	= 85-89.99
B	= 80-84.99
C+	= 75-79.99
C	= 70-74.99
D+	= 65-69.99
D	= 60-64.99
F	= below 60

\*can also be adjusted as according to group performance

## **Teaching-Learning Methods:**

- Instructor presentations and lectures (For some specific topics, students are required to watch the online clips before/after joining the class)
- Reading and discussion of various business case studies
- Guest speaker discussion
- Group presentation
- Other activities, including in-class group work, assignments and quizzes on Moodle
- Self-study

## **Class Policies:**

### Class attendance

- Students with more than 3 absences will not be allowed to take the final examination.
- Students must arrive on time. Coming to class more than 10 minutes late is considered as one late and if you come to class late 3 times, it will be counted as one absence.
- The only acceptable reason for an absence that will not result in deduction is illness proved by a medical certificate.

### Make-up exams/ quizzes

- The instructor will not make up any tests or exam that occur on the day students are absent. Please talk to the instructor beforehand if there is any conflict in your schedule.

### Late work

- It is students' responsibilities to know the deadline of each assignment, late work will not be accepted.

### Plagiarism, unauthorized collaboration and double-dipped assignment

- Students should be aware that the University has a zero-tolerance policy towards plagiarism. Any work that is plagiarized in any part will receive an F. Whatever explanation is given, there will be no opportunity to re-submit the work. If students attempt to plagiarize again, they will be disqualified from the course, and as a result, receive an F grade.
- The instructor also expects all students to hand in original work, conducted on their own, for each class. Even if the work is original

but if you cannot proof that it is from your own idea/ ability (such as hiring outsourcing service to produce your works), you will be immediately disqualified from the course.

- Double-dipping is re-using assignments or a substantial portion of a piece of work previously submitted for another course. If a student takes an assignment and simply hands it in for a grade in a subsequent class without discussing the fact that the assignment was used for a previous course, if caught, the student may be subject to the same penalty as if he or she plagiarized.

#### Others

- Students are responsible for checking and ensuring that all electronic/online submissions (i.e. Canvas, files, Google Drive links, etc.), are accessible, readable/viewable and downloadable. The instructor reserves the right to deduct 10% of the total grade possible for submitted work that is inaccessible, unreadable or which cannot be properly downloaded which will require the student to re-submit the work after the deadline. This deduction would apply even if the student's original submission was made on time.
- Should students experience any issues, difficulties, etc. that could affect class attendance, timely fulfilment of assignments, etc. students must notify their instructor immediately and with as much advanced notice as the situation allows. Do not wait till a class, assignment, etc. has already been missed before providing an excuse after the fact.

#### Common Etiquettes in online learning

- Do not reveal the online classroom to an unauthorized party
- Do not take a screenshot without permission
- Do not record videos without permission or share classes' video clips to the public, or use them for other purposes besides studying and reviewing the lessons
- While sharing your screen, be careful to reveal your data
- Do not send hate speech in online classroom or group chat or personal chat
- Submit your assignment via "Assignment" in Google Classroom only (depends on which platform the instructors choose)

- Save your assignment files with full name and student ID only; if using the nickname, your work will not be graded

**Teaching Plans:**

<b>Week</b>	<b>Topics</b>	<b>Notes</b>
1	Introduction Developing Business Mindset - Chapter 1	
2	Developing Business Mindset - Chapter 1	
3	Understanding Basic Economics - Chapter 2	
4	Competitiveness · Five Forces Model · SWOT Analysis	
5	The Business Model Canvas	
6	Forms of Ownership – Chapter 5	
7	Business Ethics and Corporate Social Responsibility – Chapter 4 Entrepreneurship and Small-Business Ownership – Chapter 6	Guest speaker session
<b>Midterm Exam</b>		
8	The Art and Science of Marketing – Chapter 13 Product and Pricing Strategies – Chapter 14	
9	Distribution and Marketing Logistics – Chapter 15 Customer Communication – Chapter 16	
10	Financial Information and Accounting Concepts – Chapter 17	
11	Production Systems – Chapter 9	
12	Organization and Teamwork – Chapter 8 Management Roles, Functions, and Skills – Chapter 7	
13	Employee Motivation – Chapter 10 Human Resources Management – Chapter 11	
14	Presentation	
15	Presentation	
<b>Final Exam</b>		



**Thammasat University**  
**Bachelor of Economics Program**  
**EL296 English for Academic Purposes**

### Course Syllabus

This course focuses on students' English listening, speaking, reading and writing skills in English academic purposes. The course content includes summarising, giving definitions, presenting arguments, explaining cause and effect relationships, and describing compare and contrast relationships.

### Course Objectives and Learning Outcomes (COLO)

**Objective 1:** Students will be able to listen and speak in academic English efficiently.

**Learning Outcome 1.1:** Listen to/watch a 2-3 minute economic talks/lectures and summarise the issue(s) in a graphic form.

**Learning Outcome 1.2:** Listen to/watch a 2-3 minute economic talks/lectures and discuss the issues verbally or in a written form with concrete examples and/or reasons.

**Learning Outcome 1.3:** Present and argue for/against an economic topic of interest based on a well-researched study.

**Objective 2:** Students will be able to write English paragraphs correctly and efficiently.

**Learning Outcome 2.1:** Write a 100-word paragraph of giving definitions on economic topic(s) with correct conjunctions and complex sentence structures.

**Learning Outcome 2.2:** Write a 150-word paragraph of presenting arguments for and against an issue.

**Learning Outcome 2.3:** Write a 150-word paragraph explaining cause and effect relationships on economic topics with technical economic words and complex sentence structures.

**Objective 3:** Students will be able to produce academic reports in English efficiently.

**Learning Outcome 3.1:** Read, summarise and write a 1000-word informative economic report based on primary and secondary sources.

**Learning Outcome 3.2:** Write a 1000-word comparison and contrast report on an economic topic based on primary and secondary sources.

### Course Materials

Articles from the Economists, Harvard Business Reviews, and local newspapers

#### Suggested readings:

Askari, M. & Rahim, M. S. (2014). *Advanced reading with the economist*.

<https://www.bookskiki.com/2019/03/advanced-reading-with-economist.html>

Bailey, S. (2015). *Academic writing: A handbook for international students*. 4th ed. Routledge.

McCormack, J. & Slaght, J. (2012). *Extended writing & research skills*. Garnet Education.

Pallant, A. (2012). *Writing: Course book*. Garnet Education.

### Course Contents

1. Note-taking and summarising
2. Academic paragraph writing
3. Academic reading, research and writing skills

### Course Evaluation

3 Assignments		Grading criteria
1) A personal reflection	15%	A = 80% and above B+ = 75 - 79% B = 70 - 74% C+ = 65 - 69% C = 60 - 64% D+ = 55 - 59% D = 50 - 54% F = Below 50%
2) 3 written assignments (20% each) - Writing definition - Argumentative writing - Cause and effect writing	60%	
3) An economic report	25%	
TOTAL	100%	

### Details of assignment

Tasks	Details
<b>Assignment 1 (15%)</b> A personal reflection	<b>COLO:</b> 1.1, 1.2 <u>What to do:</u> 1. Watch/listen to a 2-3 minute clip or read an article on any economic-related topic(s) 2. Take notes and make a graphic summary based on the issue(s) presented on the program. 3. Write a personal reflection on what you think about the issue(s).  <u>What to submit:</u> 1. A 1-page graphic summary of the economic issue (5%) 2. A 150-word reflection on what you think about the issue (10%)
<b>Assignment 2 (60%)</b> 3 written assignments	<b>COLO:</b> 2.1, 2.2, 2.3 <u>What to do:</u> 1. Each week, you will be assigned to write a paragraph on an economic topic. You need to write on the issue with the assigned type of paragraph accordingly. 2. Write a 100-150-word paragraph on an economic topic.  <u>What to submit:</u> Assignment 2.1: A 100-word paragraph of defining definitions on an economic issue Assignment 2.2: A 200-250-word paragraph of an argument on economic policy Assignment 2.3: A 250-word paragraph of cause and effect relationships in economics (Each assignment worths 20%; Criteria: content 5%, organisation 5%, language 10%)
<b>Assignment 3 (25%)</b> An economic research project	<b>COLO:</b> 3.1, 3.2, 1.3 <u>What to do:</u> 1. In groups of 4-5 members, design a survey topic on how TU students plan their budget. Specifically, your group should decide on an aspect of economic issue. 2. Design a questionnaire and collect data from the samples 3. Write a group report to present data 4. Write an individual reflection on the findings  <u>What to submit:</u> 1. A group report of 1000 words presenting the data analysis (20%) 2. A 200-word self-reflection on your roles in the project and how you think about the findings based on additional reading/listening and your personal concrete examples (5%)

### Active Learning Activities

Each assignment denotes active learning experience for the students who take this course. In the first assignment, students need to listen and write a summary based on their personal reflections. This helps develop students' critical and analytical skills for an economic issue. In the written assignments, students can progressively develop their academic writing skills through both group and pair activities. This not only helps students master their writing proficiency, but also promotes each individual reflection on how to use English eloquently. In the last assignment, interpersonal communication and academic research skills are promoted. This is for students to work collaboratively on a research project, thereby supporting advanced academic study in their prospective discipline.

### Thammasat University Plagiarism Policy

Thammasat University students are required to refrain from any kind of plagiarism, i.e. an act of copying other people's work, such as language, thoughts, or expressions, without crediting the original author(s). Copying any sentences or paragraphs from any sources, e.g. websites, books, etc., and pasting them into their assignments are thus considered cheating, which will result in a mark of zero for the assignment or even an F grade. Please refer to Thammasat University's regulations on students' disciplines [here](#) and examination [here](#).

### Tentative Teaching and Learning Schedule

Week	Contents + Assignments
1	<p><b>Course Introduction</b>  <b>My English Learning Experience</b></p> <ul style="list-style-type: none"> <li>- Ice-breaking game</li> <li>- A pair-work activity on how students learn English and their academic discipline</li> </ul>
2	<p><b>Summarising skills</b>  <b>Reading and summarising activity</b></p> <ul style="list-style-type: none"> <li>- An Economist's article on 'Wealth by degrees' (2014)</li> <li>- Identify facts and opinions and design a graphic summary based on the reading</li> <li>- In groups of 3 members, compare each summary and comment on how to develop the graphic summary better.</li> </ul> <p>(Reference: Bailey, 2012, Unit 1.6)</p>
3	<p><b>Summarising skills</b>  <b>Listening and summarising activity</b></p> <ul style="list-style-type: none"> <li>- A short talk on YouTube on 'Is college a waste of money? College Degrees that will get you RICH' <a href="https://youtu.be/3Bp-vSiXdR4">https://youtu.be/3Bp-vSiXdR4</a></li> <li>- In pairs, take notes on what characteristics a speaker suggested for getting or not getting a degree.</li> <li>- Compare notes among groups.</li> <li>- In class, discuss students' opinions on the listening issue.</li> </ul> <p>(Reference: Bailey, 2012, Unit 1.7)</p> <p><b>Assignment 1:</b> A personal reflection *Due in week 4.</p>

Week	Contents + Assignments
4	<p><b>Writing definitions</b></p> <ul style="list-style-type: none"> <li>- Practice the structure of how to write for definitions (Bailey, 2012, Unit 2.6)</li> <li>- In pairs, study and discuss how to write definitions on an economic issue (<a href="https://www.ukessays.com/essays/economics/definitions-concepts-economics-studies-7921.php">https://www.ukessays.com/essays/economics/definitions-concepts-economics-studies-7921.php</a>)</li> <li>- In groups of 3 members, write a draft to define what economics is. Then, each group compares their definitions.</li> </ul> <p><b>Assignment 2.1:</b> Each student will be assigned an economic term/concept. What they need to do is to define the term in their own words. The 100-word paragraph is due in week 5.</p> <p><b>*** Assignment 1 Due</b></p>
5	<p><b>Understanding arguments</b></p> <ul style="list-style-type: none"> <li>- A class discussion on developing English using TED Talks</li> <li>- An Economist's article on 'Ideas reinvenTED' (2014)</li> <li>- In groups of 3 members, read the article and identify arguments for and against TED Talks.</li> <li>- Identify how argumentative structures are used in the passage. (Refer to Bailey (2012), Unit 2.1 for argumentative structures)</li> <li>- In class, discuss how they agree or disagree with the article.</li> </ul> <p><b>*** Assignment 2.1 Due</b></p>
6	<p><b>Presenting arguments</b></p> <ul style="list-style-type: none"> <li>- In groups of 3 members, read an article on economic policy in Thailand (Sources are drawn from English newspapers in Thailand.)</li> <li>- In the same groups, write an argumentative essay on the economic policy using technical terms in economics and complex English structures</li> <li>- Students may refer to the following link for economic argumentative essay writing: <a href="https://howtowrite.customwritings.com/post/economics-argumentative-essay-guide/">https://howtowrite.customwritings.com/post/economics-argumentative-essay-guide/</a></li> </ul> <p><b>Assignment 2.2:</b> Students choose their own topic on an economic policy and write an argumentative essay of 200-250 words on the issue.</p>
7	<p><b>Understanding causes and effects</b></p> <ul style="list-style-type: none"> <li>- An Economist's article on 'Decluttering the company' (2014)</li> <li>- In groups of 3 members, read and identify causes and effects in the article.</li> <li>- In class, discuss in what way a company in Thailand could do to manage its capitals in response to the changing economy.</li> </ul> <p><b>*** Assignment 2.2 Due</b></p>
8	<p><b>Writing causes and effects</b></p> <ul style="list-style-type: none"> <li>- In class, study the structures of causes and effects (refer to Pallant, 2012, Unit 7)</li> <li>- In pairs, one student writes a cause paragraph on an economic problem, and another write an effect paragraph for the same issue. Then, students compare how well they develop their thoughts and how complicated their language is used in writing.</li> </ul> <p><b>Assignment 2.3:</b> Students choose their own topic on an economic problem and write a cause-and-effect essay of 250 words on the issue.</p>

Week	Contents + Assignments
9	<p><b>Designing a research project</b></p> <ul style="list-style-type: none"> <li>- Class activity: A game on spending behaviour</li> <li>- The class discusses their spending behaviour findings</li> <li>- In pairs, read a small-scale research article on 'student budgeting and spending behaviour by Singh, Gupta, Jarin, Kabra &amp; Gupta (2020). Notice how the research article is developed.</li> <li>- Discuss in class what components of a research article consist of.</li> </ul> <p><b>Assignment 3:</b> An economic research project on TU students' spending behaviour, budgeting or any related topic. This is to be due in Week 15.</p>
10	<p><b>Incorporating literature in research writing</b></p> <ul style="list-style-type: none"> <li>- In class, students practice paraphrasing and how to include references in writing (refer to McCormack &amp; Slaght, 2012, Unit 3).</li> <li>- In the team project group, work together to research existing literature from websites or library.</li> <li>- In the same group, take notes and do a summary from the literature found. In the same group, write a draft introduction and aims of the study, including references in their writing.</li> </ul>
11	<p><b>Designing a questionnaire</b></p> <ul style="list-style-type: none"> <li>- In the team project group, students study how to write questions for the questionnaires (Refer to <a href="https://www.uxbooth.com/articles/the-essential-guide-to-writing-effective-survey-questions/">https://www.uxbooth.com/articles/the-essential-guide-to-writing-effective-survey-questions/</a>)</li> <li>- In the same group, write 10-20 questions for a research topic.</li> <li>- In class, take turns commenting on how well or how to improve the questions.</li> </ul> <p>Assignment: Distribute the questionnaire to targeted samples and collect data.</p>
12	<p><b>Describing data and findings</b></p> <ul style="list-style-type: none"> <li>- In class, students study how to incorporate and data and illustrations from McCormack &amp; Slaght (2012), Unit 7.</li> <li>- In the team project group, work on how to describe data of the findings. Distribute tasks to team members to describe the graphs. In the same group, recheck and improve graph descriptions.</li> </ul>
13	<p><b>Comparison and contrast writing</b></p> <ul style="list-style-type: none"> <li>- In class, students study how to write compare and contrast from Pallant (2012), Unit 8.</li> <li>- In the team project group, use the summary table from Week 10 to compare and contrast the findings of the group.</li> <li>- In the same groups, write a draft discussion part to include in the literature to conclude the report.</li> </ul> <p><b>Assignments:</b> 1) Prepare the final draft of group report for Week 15 2) Prepare the individual reflection for the research project</p>

Week	Contents + Assignments
14	<p data-bbox="370 228 751 259"><b>Presenting findings professionally</b></p> <ul data-bbox="370 271 1313 409" style="list-style-type: none"><li data-bbox="370 271 1246 331">- In the term project group, present key feature findings of the project for 5-10 minutes.</li><li data-bbox="370 342 1313 409">- Each group evaluate how well the presentation groups are. Give comments on how to improve writing, if possible.</li></ul> <p data-bbox="370 414 1230 474">In the same group, revise and improve the final draft group report from presentation comments.</p>
15	<p data-bbox="370 562 1334 593">Wrap up and review how academic English presentations and writings can be improved.</p> <p data-bbox="370 595 647 627"><b>*** Assignment 3 Due</b></p>

## Tentative Course Outline

### FN211 Financial Mathematics and Statistics

**Number of Credit:** 3 credits (3-0-6)

**Prerequisite:** -

**General Information:**

This class develops background in mathematics and statistics that are crucial for study in corporate financial decision making and investments. The first half of the class introduces building blocks in calculus whereas the second half tackles the mathematical concepts of time value of money, probability, statistics, and matrix algebra.

**Course Description:**

Essentials of statistics and mathematics for financial applications: basic statistics, the concept of risk and return, probability, regression analyses, basic calculus (e.g. introduction to derivatives, integration, and integral), optimization, and basic matrices

**Course Objectives:**

1. Acquaint students with the financial mathematics tools necessary for assessment of risk and return in financial decision making and investment management.
2. Learn techniques to organize and analyze data.
3. Develop scientific thinking and overcome anxiety about applying calculus and statistics in finance work.
4. Develop familiarity with use of excel statistics functions.

**Grading Criteria:**

The course grades will be based on two exams (individual performance) and homework or quizzes (individual performance). Grading scheme is as follows.

Class participation	10%
Quiz and Assignment	30%
Mid-term examination	30%
Final examination	30%

Type of evaluation	Evaluation Method	Evaluation date
Class participation and Assignment	Written assignment or quiz (Essay questions)	During Week 1-15
Mid-term	Take-Home Examination	
Final	Take-Home Examination	

**Class policies:**

- 1) Lectures will stress the most important issues addressed in the readings. You are responsible for all material covered in class and assigned readings. Lectures may go beyond the scope of the textbook. Therefore, it is important for you to attend and participate in class.
- 2) There will assignments as deemed appropriate to accommodate effective learning. Each assignment will be graded based on the quality of the analysis and the ability to apply the principles of financial management for managerial decision. Lecture notes, exercises, and guided solution to each lecture, as well as other useful materials, could be accessible from class Moodle.
- 3) You are responsible for all announcements and changes made in class. However, there will be no make- up quiz and final examination without prior consent from the instructor. If a student has a legitimate, verifiable reason (e.g., doctor' s note), a separate comprehensive examination will be given.

**Main Text:**

- Wackerly, D.D., Mendenhall III, W., and Scheaffer, R.L. (2002). Mathematical Statistics with Applications. 6th ed. Thomson Learning.
- Stewart, J. (2016). Calculus. 8th ed. Thomson Brooks/Cole.

### Recommended Texts & Materials

- Anderson, D.R., Sweeney, D.J., Williams, T.A., Camm, J.D., and Cochran, J.J. (2017). Statistics for Business and Economics. Thirteenth Edition. Cengage Learning.
- Ruppert, D. (2011). Statistics and data analysis for financial engineering (Vol. 13). New York: Springer.
- Miller, M. B. (2013). Mathematics and statistics for financial risk management. John Wiley & Sons.

### Tentative Class Schedule:

Week	Content
1	<b>Review of basic statistics and calculus</b>
2 – 3	<b>Discrete Random Variables and Their Probability Distributions</b> <ul style="list-style-type: none"> <li>- Basic Definition and The probability Distribution for a Discrete Random Variable</li> <li>- The Expected Value of a Random Variable or a Function of a Random Variable</li> <li>- The Binomial Probability Distribution</li> </ul>
4 – 5	<b>Continuous Random Variables and Their Probability Distributions</b> <ul style="list-style-type: none"> <li>- Introduction and The Probability Distribution for a Continuous Random Variable</li> <li>- Expected Values for Continuous Random Variables</li> <li>- The Uniform Probability Distribution</li> <li>- The Normal Probability Distribution</li> <li>- Other Expected Values</li> </ul>
6 – 7	<b>Multivariate Probability Distributions</b> <ul style="list-style-type: none"> <li>- Introduction</li> <li>- Bivariate and Multivariate Probability Distributions</li> <li>- Marginal and Conditional Probability Distributions</li> <li>- Independent Random Variables</li> <li>- The Expected Value</li> <li>- The Variance and Covariance of Two Random Variables</li> <li>- The Multinomial Probability Distribution</li> <li>- Conditional Expectations</li> </ul>
<b>Midterm Exam:</b>	
8 – 9	<b>Risk and Return</b> <ul style="list-style-type: none"> <li>- Asset Return and Risk</li> <li>- Introduction to VaR</li> </ul>
10 – 11	<b>Basic Matrices</b> <ul style="list-style-type: none"> <li>- Matrix Notation</li> <li>- Matrix Operations</li> <li>- Vector Spaces</li> <li>- Applications</li> </ul>
12 – 13	<b>Regression Analyses</b> <ul style="list-style-type: none"> <li>- Simple Regression</li> <li>- Multiple Regression</li> <li>- Applications</li> </ul>
14 – 15	<b>Optimization</b> <ul style="list-style-type: none"> <li>- Constrained Optimization</li> <li>- Unconstrained Optimization</li> <li>- Applications</li> </ul>
<b>Final Exam:</b>	

Note: Course content may be change as appropriate.

## Tentative Course Outline

### FN 311 Financial Management

Semester 1<sup>st</sup>/2021 (August 9 – November 27, 2021)

**Number of credits:** 3 credits (3-0-6)

**Prerequisite:**

Curriculum B.E.2558

FN201 Business Finance (which requires AC201 Financial Accounting or AC291 Essentials of Accounting) and BA204 Business Statistics or (ST211 Statistics 1 and ST212 Statistics 2) or (ST216 Statistics for Social Science 1 and ST217 Statistics for Social Science 2) or (ST218 Statistics for Psychology 1 and ST319 Statistics for Psychology 2)

Curriculum B.E.2561

FN201 Business Finance (which requires AC201 Financial Accounting or AC291 Essentials of Accounting) and FN211 Financial Mathematics and Statistics

**Course Description:**

Theoretical concepts of corporate financial management applied to resolve financial problems and issues encountered by management in the real world of business; the management of asset structure and financial mix; the application of financial models and instruments on managing the assets, liabilities and equities, valuation, the costs of capital, capital structure, capital budgeting under risk, leasing, the concepts of agency problems and corporate governance

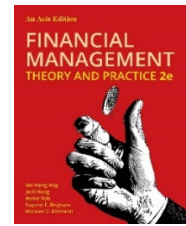
**Course Objectives:**

After completing this course, students are expected to be able to (1) explain factors influencing firm's value, (2) quantify systematic risk of a firm, (3) calculate free cash flows of a project and a firm, (4) estimate a firm's weighted average cost of capital, (5) make capital budgeting decisions that increase firm's value, (6) calculate an intrinsic value of a firm using the discounted cash flow models, (7) explain how distributions to shareholders affect firm's value, (8) choose a value-enhancing financing mix, (9) compare and contrast alternative financing choices, (10) discuss various working capital policies and apply the concepts of cash cycles, (11) describe how agency costs affect firm's value, (12) analyze credit policies and adopt the one that maximizes firm's value, (13) forecast financing needs, and (14) calculate the cost of capital of convertible securities and warrants (optional).

**Main Text:**

Ser-Keng Ang, Jack Hong, Annie Koh, Eugene F. Brigham and Michael Ehrhardt, **Financial Management: Theory and Practice**. (An Asia Edition), 2<sup>nd</sup> Edition, (Cengage Learning, Singapore: 2021). = **FM** (we = **FM**'s Web Extension; wc = **FM**'s Web Chapter)

- Please visit <http://www.cengageasia.com> for supplementary materials.



**Recommended Texts & Materials:**

Aswath Damodaran, **Damodaran on Valuation: Security Analysis for Investment and Corporate Finance**. 2<sup>nd</sup> Edition, (John Wiley and Sons: New York, 2006).

**Suggested Readings:**

- Other corporate finance, financial management, business finance textbooks
- Local business newspapers, *The Asian Wall Street Journal*, *BusinessWeek*, *The Economist*, *Forbes*, *Fortune*, other financial and economic Websites
- Useful local Websites

<http://www.set.or.th/en/index.html>

<http://www.tsi-thailand.org/>

<http://www.thaibma.or.th/>

<http://www.tfx.co.th/>

<http://www.sec.or.th/view/view.jsp?lang=en>

<http://www.bot.or.th/Thai/Pages/BOTDefault.aspx>

<http://www.settrade.com>

Companies' websites

**Grading Criteria:**

Activity #	Assessment methods	Assessment week(s)	Proportion of assessment score
1	Assignments	1-15	10
2	Proctored remote mid-term examination* Topics covered: 1 – 5	After 7	40
3	Proctored remote final examination* Topics covered: 6 – 10 mainly (11 and 12 may be covered)	After 15	50
*closed-book, with 2 pages on 1 piece of A4 cheat sheet		Total	100

**A remark:** A final grade is determined according to the following criterion (total points are rounded down).

<b>Total Points</b>	<b>0-44</b>	<b>45-49</b>	<b>50-54</b>	<b>55-59</b>	<b>60-69</b>	<b>70-79</b>	<b>80-84</b>	<b>85-100</b>
Grade	F	D	D+	C	C+	B	B+	A

**Note:**

Students are encouraged to (1) review concepts covered in AC201 (or AC291), FN201, and FN211, (2) complete required reading assignments before attending the class, (3) participate and ask questions in the class, and (4) review the concepts discussed in the class by doing practice problem sets.

**Expected Learning Outcomes:**
**1. Morality and Ethics**

Applicability	Learning Goals	Expected Learning Outcomes
●	1.1 Students possess honesty, sacrifice, self-, social-, and environmental responsibility.	1.1 Students commit no academic dishonesty.
N/A	1.2 Students value “sufficiency” theory and adapt it in life path by adhering to adequacy, rationale, and immunity development.	1.2 N/A
●	1.3 Students value disciplines, respect, and comply with the rules and regulations of the institution and society at large.	1.3 Students are punctual and comply with the rules and regulations of the institution and society at large.
N/A	1.4 Students acquire knowledge related to business morality and ethics, and be able to handle ethical dilemma with integrity.	1.4 N/A

**2. Knowledge**

Applicability	Learning Goals	Expected Learning Outcomes
N/A	2.1 Students acquire knowledge on and understand the important concepts in business management.	2.1 N/A
●	2.2 Students acquire knowledge on and understand the important social and science concepts related to business management.	2.2 Students understand various concepts in accounting, economics, mathematics, and statistics that are relevant to financial decision makings.
●	2.3 Students acquire knowledge on and understand the important concepts related to business processes, planning, corporate structures, operations, control, performance evaluation and contingency plan to suit the circumstances.	2.3 Students are able to make sound financial decisions that enhance a firm’s value.
●	2.4 Students acquire the knowledge on academic advancement and professional development in business management including the understanding of the situational	2.4 Students are informed about academic advancement and professional development in finance as well as its impacts on business.

	adaptability and its impacts on business.	
--	---	--

### 3. Intellectual Development

Applicability	Learning Goals	Expected Learning Outcomes
○	3.1 Students are able to search and process information and utilize various concepts appropriately in a given circumstance in order to obtain relevant information to benefit in the rapidly changing business environment.	3.1 Students are able to obtain relevant information for financial decision makings.
●	3.2 Students are able to think systematically, rationally and creatively and to integrate knowledge from other disciplines to solve the problems in business and other settings.	3.2 Students are able to incorporate concepts in accounting, economics, finance, mathematics, and statistics to solve financial problems in both certain and uncertain circumstances.
○	3.3 Students are able to collectively propose solutions to problems at hand and analyze the impacts of the proposed solutions and be able to choose the solution that is appropriate to a given situation to ensure business competitive advantages	3.3 Students are able to (1) collectively formulate solutions to financial problems faced by a firm and (2) analyze the impacts of the proposed solutions and (3) recommend the alternative that maximizes value.

### 4. Interpersonal Skills and Responsibilities

Applicability	Learning Goals	Expected Learning Outcomes
○	4.1 Students are able to work in team, possess interpersonal skills and leadership skills, and be professionally adaptive to a given situation.	4.1 Students are able to work in team with no free-rider problems.
○	4.2 Students are creative and constructively criticize to solve problem of the team.	4.2 Students show no signs of unconstructive comments.
○	4.3 Students are responsible in lifelong learning to develop self and professional career.	4.3 Students are able to develop a lifelong learning skill.

### 5. Quantitative Analysis, Communication and Information Technology

Applicability	Learning Goals	Expected Learning Outcomes
●	5.1 Students are able to apply mathematics, statistics, quantitative analysis in analyzing and making decisions in business and daily life.	5.1 Students are able to apply mathematics, statistics, and quantitative analysis in financial decision makings.
○	5.2 Students are able to efficiently communicate in Thai and foreign languages that are relevant in doing business.	5.2 Students participate in the class, hand in assignments, and answer quiz and exam questions using effective verbal and written communication skills.
N/A	5.3 Students are able to explain the issues and make the issues clear in verbal or writing, and be able to choose the appropriate pattern of communication for different groups of audience both in business context and in other contexts.	5.3 N/A
●	5.4 Students are able to utilize the information technologies or others to support the business operations.	5.4 Students are able to use one spreadsheet program to support financial decision makings.

**Tentative Class Schedule:**

Session;	Topics	Activities/ Text & Materials/ Media
#1:	<b>(1) <u>Financial Management and Firm's Value</u></b> Course overview; financial managers' responsibilities; the primary objectives of business enterprises; firm's value model	- A lecture, a discussion, an assignment, and Excel  <b>Required reading</b> <b>FM 1; LN #1</b>  <b>Optional reading</b> <b>FM 2, 3</b>
#2: #3:	<b>(2) <u>Asset Pricing Models (Brief)</u></b> Returns on investments; stand-alone risk; risk in a portfolio context; calculating beta coefficients; the relationship between risk and return: the CAPM; some concerns about beta and the CAPM; Multi-factors models; data sources	- A lecture, a discussion, and assignments  <b>Required reading</b> <b>FM 6; LN #2</b>  <b>Optional reading</b> <b>FM 25</b>
#4:	<b>(3) <u>The Cost of Capital: Theory and Practice</u></b> The concepts of the cost of capital; costs of debt, preferred stock, common equity: the CAPM approach, the discounted	- A lecture, a discussion, video clips, assignments, and Excel

Session;	Topics	Activities/ Text & Materials/ Media
#5:	cash flow (DCF) approach, bond-yield-plus-risk-premium approach; weighted average cost of capital (WACC); the marginal cost of capital (MCC); the MCC schedule; adjusting the cost of capital for risk: the divisional cost of capital; techniques for measuring divisional betas; estimating the cost of capital for individual projects; flotation costs; some problem areas in the cost of capital; data sources	<p><b>Required reading</b> FM 5, 6, 7, 9, 20; LN #3</p> <p><b>Optional reading</b> FM 18</p>
#6:	<p><b>(4) Financial Forecasting</b></p> <p>Overview of financial forecasting; forecasting operations; projecting financial statements; additional funds needed (AFN); forecasting when the ratio changes</p>	<p>- A lecture, a discussion, an assignment, and Excel</p> <p><b>Required reading</b> FM 2, 12; LN #4</p> <p><b>Optional reading</b> FM 2, 3</p>
#7:	<p><b>(5) Corporate Valuation</b></p> <p>Firm's value model; modifying accounting data for managerial decisions: calculating free cash flows; MVA<sup>®</sup> and EVA<sup>®</sup>; overview of corporate valuation; the corporate valuation model: estimating the value of operations, estimating the price per share</p>	<p>- A lecture, a discussion, an assignment, and Excel</p> <p><b>Required reading</b> FM 2, 7; LN #5</p> <p><b>Optional reading</b> FM 2, 3, 4, 7, 9</p>
<b>Mid-term exam (Topics covered: 1 - 5)</b>		
#8:  #9:	<p><b>(6) Capital Structure Decisions: Theory and Practice</b></p> <p>Business and financial risk; capital structure theories: the Modigliani-Miller (MM) Model without taxes, the MM Model with corporate taxes, homemade leverage, illustration of the MM Models, the Miller Model with corporate and personal taxes, illustration of the Miller Model; the Hamada Model; the Trade-Off Models, criticisms of the MM and Miller Models; the Signaling Model: the Pecking-Order Model; the Agency Model: agency costs and firm's value; the Market-Timing Model; estimating the optimal capital structure; checklists for capital structure decisions</p>	<p>- A lecture, a discussion, video clips, and an assignment</p> <p><b>Required reading</b> FM 13, 15, 26; LN #6</p> <p><b>Optional reading</b> FM 4</p>
#10:	<p><b>(7) Distributions to Shareholders</b></p> <p>Theories of and empirical evidence on distributions: dividend irrelevance, bird-in-the-hand, tax differentials, clientele effect, information content or signaling, catering;</p>	<p>- A lecture, a discussion, video clips, an assignment, and Excel</p>

Session;	Topics	Activities/ Text & Materials/ Media
	distributions through stock repurchases; comparison of dividends and repurchases; other factors influencing distributions; stock splits and stock dividends	<p><b>Required reading</b> FM 14; LN #7</p> <p><b>Optional reading</b> None</p>
#11:  #12:	<p><b>(8) Capital Budgeting: Cash Flow Estimation and Risk Analysis</b> Estimating cash flows; identifying the relevant cash flows; evaluating capital budgeting projects: new and replacement project analyses; adjusting for inflation; techniques for measuring stand-alone risk: sensitivity analysis, scenario analysis, Monte Carlo simulation; incorporating project risk into capital budgeting; managing risk through phased decisions: decision trees; real options (optional); capital budgeting techniques (self-study); Lease-versus-buy decisions (if time permits); A comparison of 3 methods: FCF, FCFE, and APV (if time permits)</p>	<p>- A lecture, a discussion, video clips, an assignment, and Excel</p> <p><b>Required reading</b> FM 11, 19; LN #8</p> <p><b>Optional reading</b> FM 4, 10</p>
#13:  #14:	<p><b>(9) Supply Chain and Working Management</b> The cash conversion cycle: an illustration, shortening cash conversion cycle, benefits; alternative net operating working capital policies: relaxed, restricted, moderate; alternative short-term financing policies: maturity-matching approach, aggressive approach, conservative approach</p>	<p>- A lecture, a discussion, video clips, an assignment, and Excel</p> <p><b>Required reading</b> FM 16; LN #9</p> <p><b>Optional reading</b> FM 2, 3</p>
#14: (second half) #15:	<p><b>(10) Providing Trade Credit</b> Credit policies; setting the credit period and standards; setting the collection policy; cash discounts; other factors influencing credit policy; receivables management: monitoring the receivables position (days sales outstanding, aging schedules, the payment pattern approach); analyzing proposed changes in credit policies</p>	<p>- A lecture, a discussion, video clips, an assignment, and Excel</p> <p><b>Required reading</b> FM 16, WC27; LN #10</p> <p><b>Optional reading</b> FM 2, 3</p>
	<p><b>(11) Financing with Long-term Loans and Bonds</b> (optional*) Long-term loans from banks; bonds: key characteristics of bonds; types of bonds: corporate bonds, government bonds, municipal bonds, foreign bonds, zero-coupon bonds, floating-rate bonds, payment-in-kind bonds, perpetual bonds, callable bonds, bonds redeemable at par, bonds</p>	<p>- A lecture, a discussion, an assignment, and Excel</p> <p><b>Required reading</b> FM 5, 18; LN #11</p>

Session;	Topics	Activities/ Text & Materials/ Media
	issued with warrants, income bonds, indexed bonds, etc.; bond refunding operation *When time permits only. Not covered in the exam if not discussed in the class.	
	<p><b>(12) <u>Equity and Hybrid Financing</u></b> (optional*)            Key characteristics of common stock; legal rights and            privileges of common stock: control of the firm, the            preemptive right; right offering; types of common stock:            classified stock, founders' shares, tracking stock, non-voting            depository receipt (NVDR); advantages and disadvantages            of common stock; preferred stock: basic features, other            types of preferred stock, advantages and disadvantages of            preferred stock; warrants: key characteristics of warrants,            initial market price of a bond with warrants, use of            warrants in financing, wealth effects and dilution due to            warrants, the component cost of bond with warrants;            convertibles: conversion ratio and conversion price, the            component cost of convertibles, use of convertibles in            financing, comparison of warrants and convertibles            *When time permits only. Not covered in the exam if not            discussed in the class.</p>	<p>- A lecture, a discussion, an            assignment, and Excel</p> <p><b>Required reading</b>  <b>FM 7, 18, 20; LN #12</b></p>
<b>Final exam (Topics covered: 6 – 10, mainly, and 11 – 12 if discussed in the class)</b>		



# **B.E. International Program**

Faculty of Economics, Thammasat University



---

## Course Outline

### **FN 312 Investments**

**Prerequisites:** (1) FN201 and (2) MA216 and (3) BA204 or (ST211 and ST212) or (ST216 and ST217) or (ST218 and ST319)

### **Course Description and Objectives:**

This course aims to provide the student with a deeper understanding and appreciation of the complex questions and tradeoffs facing any investor, along with the necessary theoretical background for critically evaluating alternative investment strategies and the modern literature on investments. The course is designed to provide a conceptual framework for analyzing investment decisions, and the course will entail the use of a number of different statistical tools, ranging from the notion of probability distributions through linear regression analysis.

### **Required Textbook and Recommended Readings:**

[Required Textbook: Either edition is suitable for the course.]

Essentials of Investments, 10th Edition, Global Edition, McGraw Hill Higher Education by Bodie, Zvi, Kane, Alex, and Marcus Alan.

OR

Essentials of Investments, 11th Edition by Zvi Bodie and Alex Kane and Alan Marcus (ISBN: 9781260013924).

The book provides a comprehensive treatment of modern investment theory. We will not be able to cover the entire book in a single semester class. Additional readings will be assigned at the end of each lecture to complement the book. Some of these readings will be fairly technical and students are not expected to understand every detail. Students are also encouraged to keep abreast of daily events in the financial markets which are covered in the media to be discussed in class.

## Course Evaluation:

Homework (10%), Participation & Quizzes (10%), Midterm Exam (40%), Final Exam (40%).

Students must take all exams and quizzes to pass the class. There will be no make-up exams without written documentation of an emergency such as hospitalization, military service..etc. Exams will not be rescheduled to facilitate holiday travel. Letter grades are final. Class attendance is required for the completion of the course.

## Academic Integrity:

The rules of academic integrity will be strictly enforced and will not be tolerated under any circumstances. Please refer to the relevant Thammasat University's academic integrity guidelines.

## Tentative Schedule

Session	Topics	Readings
#1: Week 1	Investment Environment, Asset classes	BKM Ch 1-2
#2: Week 2	Financial Instruments, Index system, Securities Markets	BKM Ch 3
#3: Week 3	Introduction to Risk and Return	BKM Ch 5
#4: Week 4	Risk Aversion and Asset allocation	BKM Ch 5
#5: Week 5	Optimal Risky Portfolios , Capital Asset Pricing Model	BKM Ch 6,7
#6: Week 6	Efficient Market Hypothesis	BKM Ch 8
TBD	Computer Lab: Portfolio Optimization	TBD
	<b>Midterm Exam</b>	
#8: Week 8	Fixed-Income Securities I: Basics & Valuation	BKM Ch 10
#9: Week 9	Fixed-Income Securities II: Bonds in Portfolio MGT	BKM Ch 11
#10: Week 10	Terms structure of Interest Rates	BKM Ch 12
#11: Week 11	Equity Valuation	BKM Ch 13
#12: Week 12	Futures Markets and Risk Management	BKM Ch 17
#13: Week 13	Options Valuation I	BKM Ch 16
#14: Week 14	Options Valuation II	BKM Ch 16
#15: Week 15	Computer Lab: Advanced Portfolio Optimization	TBD
TBD	Review	TBD
	<b>Final Examination</b>	

**Tentative Course Syllabus  
FN 313 International Finance**

**Course description**

The financial management for international business and its international economic environment: international monetary system, the balance of current account, the balance of payment, the foreign exchange market; the application of financial instruments and derivatives in the international financial risk management, the roles of international financial institutions, such as the International Monetary Fund (IMF), the World Bank, and international financial corporations.

**Course Objectives**

- Students should understand the international business, international economic environment and international monetary system
- Students should understand various kinds of risk associated with international finance and how to manage risk with proper financial instruments and derivatives
- Students should understand the concept and composition of balance of payment
- Students should know how to apply financial instruments and derivatives in the international financial risk management
- Students should know about the roles of international financial institutions, such as the International Monetary Fund (IMF), the World Bank, and international financial corporations.

**Grading criteria**

Final exam	20%
Quizzes	40%
Project	20%
Case study presentation	<u>20%</u>
Total	<u>100%</u>

## Reference material

Main textbook: Resnick B.G., Eun C.S., International Financial Management (Eight Edition), McGraw-Hill, 2018.

Supplementary reading:

1. Eiteman, D. K., Stonehill, A. I., and Moffett, M. H., Multinational Business Finance (14th Edition), Pearson, 2016. (ED)
2. Madura, J., International Financial Management (12th Edition), Florida Atlantic University, 2015. (MJ)

## Course plan

<b>Session Date &amp; Time</b>	<b>Topics</b>	<b>Activities/ Text &amp; Materials/ Media</b>
1	Globalization and the multinational firm	Ch. 1
2	International monetary system and Balance of payments	Ch. 2, 3
3	The market for forex and IRP	Ch. 5, 6
4	IRP, Managing of transaction exposure Quiz 1	Ch. 6, 8
5	Managing of transaction exposure Case study 1`distribution	Ch. 8
6	Futures and options on forex	Ch. 7
7	Managing of economic exposure Case study 1 presentation	Ch. 9
8	Managing of translation exposure Quiz 2	Ch. 10
9	International Banking and money market	Ch. 11
10	International Bond market	Ch. 12
11	International Equity market Quiz 3	Ch. 13
12	Interest rate and currency swap	Ch. 14
13	Case study 2 presentation	
14	International trade finance Quiz 4	Ch. 20
15	Project submission and Presentation	
<b>Final Exam</b>		

## Tentative Course Outline

### FN411: DERIVATIVES ANALYSIS

**Number of Credit:** 3

**Prerequisite:** FN312

**Course Description:**

Fundamental principles of derivatives, including futures, forward contracts, options, warrants, swaps, and real options, derivatives pricing models, strategies for speculating or hedging

**Course Objectives:**

The students who can complete this course should:

- Understand the characteristics of futures, forward, option, warrant, and swap.
- Be able to price the above securities.
- Be able to design the proper strategies for speculating and hedging.

**Class Time and Venue:**

**Date:** Tuesday

**Time:** 2pm – 5pm

**Main Text:**

John C. Hull. *Options, Futures, and Other Derivatives*. 9th edition or newer version. (M)

**Recommended Texts & Materials:**

**Suggested readings:**

- John C. Hull et al. *Fundamentals of futures and options markets*. 8th edition or newer version.
- R-45 Derivative markets and instruments, R-46 Basic derivative pricing and valuation. 2022 CFA Program Curriculum Level I.

\*\* All class materials and assignments will be posted and submitted on MS Teams.

**Grading Criteria:**

Assignment 1	10%
Assignment 2 and Presentation	30% (25+5)
Midterm Examination	25%
Final Examination	25%
Quiz and homework	5%
Class participation	5%
<b>Total</b>	<b><u>100%</u></b>

Total score	0 – 49	50 – 54	55 – 60	60 – 64	65 – 74	75 – 84	85 – 89	90 – 100
Grade	F	D	D+	C	C+	B	B+	A

The above grading criteria is the most strict one. If the overall performance of the class is significantly below these criteria, the instructor can adjust the criteria for the benefit of the students.

**Expected Learning Outcomes:** Please refer to the curriculum of the program.

## Tentative Class Schedule:

Session	Topics	Activities/ Text & Materials*/ Media
#1	<ul style="list-style-type: none"> <li>- Introduction to derivatives</li> <li>- Related careers</li> <li>- Assignment 1: The Warning (2009)</li> <li>- Due on 21/08/2021</li> </ul>	(M) Ch. 1, TFEX ( <a href="http://www.tfex.co.th">www.tfex.co.th</a> )  <a href="https://www.pbs.org/wgbh/frontline/film/warning/">https://www.pbs.org/wgbh/frontline/film/warning/</a>
#2	<ul style="list-style-type: none"> <li>- Introduction to options</li> <li>- Basic options valuation</li> </ul>	(M) Ch. 10, 11 TFEX
#3	<ul style="list-style-type: none"> <li>- Binomial options pricing model</li> </ul>	(M) Ch. 13
#4	<ul style="list-style-type: none"> <li>- Black-Scholes-Merton options pricing model</li> </ul>	(M) Ch. 14, 15
#5	<ul style="list-style-type: none"> <li>- Greeks</li> <li>- Volatility smirk</li> </ul>	(M) Ch. 19, 20
#6	<ul style="list-style-type: none"> <li>- Options strategies for trading and risk management</li> </ul>	(M) Ch. 12
#7	<ul style="list-style-type: none"> <li>- Introduction to futures market</li> <li>- Data from TFEX</li> </ul>	(M) Ch. 2
Mid-term week		
#8	<ul style="list-style-type: none"> <li>- Forward and futures prices</li> </ul>	(M) Ch. 5
#9	<ul style="list-style-type: none"> <li>- Hedging with futures</li> <li>- Distributing Assignment 2</li> </ul>	(M) Ch. 3
#10	<ul style="list-style-type: none"> <li>- Interest rate futures and swaps 1</li> </ul>	(M) Ch. 6, 7, 33
#11	<ul style="list-style-type: none"> <li>- Interest rate futures and swaps 2</li> </ul>	(M) Ch. 6, 7, 33
#12	<ul style="list-style-type: none"> <li>- Options on futures, currency derivatives, and exotic options</li> </ul>	(M) Ch 17, 18, 26
#13	<ul style="list-style-type: none"> <li>- Introduction to structured products</li> <li>- Monte Carlo simulation</li> <li>- Assignment 2 is due</li> </ul>	(M) Ch. 22
#14	<ul style="list-style-type: none"> <li>- Presentation and discussion</li> </ul>	
#15	<ul style="list-style-type: none"> <li>- Presentation and discussion</li> <li>- Q&amp;A and wrap up</li> </ul>	

**Tentative Course Syllabus**  
**FN424: INVESTMENT BANKING**

**Course Objectives and Course Description**

The course includes a study of investment banking business. The course will emphasize on methods for value maximization, valuation for mergers and acquisitions, and business reorganizations and other topics. The course covers a variety of investment banking activities such as debt restructuring, initial public offering, privatization, debt issuance and venture capital. This course is designed primarily to enhance your understanding of the process and responsibility of the investment banking. It introduces students to the world of investment banking and provides an idea on what the main functions of investment banking are. These include external fund raising through debt and equity capital, financial advisory service for corporate and debt restructuring, consultancy on privatization, merger and acquisition and venture capitalist valuation. The class enables students to learn from theories of capital structure through the utilization of the theory on the real company case. Through various rich examples and practice problems as well as the workshop, students are expected to learn what the investment bankers are doing.

After you complete the course, you are expected:

1. To understand the basic functions performed by the investment bankers
2. To master the use of the computer spreadsheet in financial modeling
3. To be able to create long-term financial plan, monitor and adjust the assumption and the plan to suit the rapidly changing situation
4. To be able to conduct valuation of the company and its stock
5. To understand the mechanism of venture capitalists and their valuation
6. To understand the step in fund raising through IPOs
7. To understand the step in fund raising through debentures
8. To understand the process in corporate and debt restructuring and rationale behind the corporate and debt restructuring
9. To understand the process in REITs
10. To understand the process in merger and acquisition

Please note here that the course assumes solid financial accounting and thorough understanding of financial statements. It is mandatory that you read the material before the beginning of the class and be prepared for the class discussion for every single class. All cases are prepared for you to understand and use your strategic thinking to identify problems, causes of problems and solutions to the problems. Please make sure you read the case before attending every class. You are also expected to contribute to enhance the learning of the class through active participation in case discussion and negotiation on a regular basis.

## Course Schedule

<b>Session</b>	<b>Topics</b>
1	Overview of Investment Banking and the Role of Investment bankers
2	Understanding the financial statement and Building the financial model that works
3	Exercises on financial modeling
4	Business valuation and stock valuation Quiz 1
5	Exercises on valuation
6	Understanding the mechanism of venture capitalists and their valuation
7	Capital Structure Theory and its firm decision: Fund raising through debt and equity capital  Case presentation Case study 1 Due
8	Capital Structure Theory and its firm decision: Fund raising through debt and equity capital Quiz 2
9	IPOs and mechanism of Thai stock market
10	Bond issuance and underwriting
11	Merger and Acquisition Quiz 3
12	Merger and Acquisition
13	REITS Case discussion Case study 2 due
14	Debt restructuring Quiz 4
15	Project due Project presentation
	Final Exam

## **Pre-Requisite**

### **Financial Management, Corporate Finance and Investment**

## **Pedagogy**

The course consists of a blend between lecture, cases discussion, financial modeling workshop using MS Excel and project

## **Grading**

1. Case Study presentation	20	Percent
2. Quizzes	40	Percent
3. Final Exam	20	Percent
4. Project	20	Percent

## **Required Textbook**

- ◆ Damodaran Aswath, Applied Corporate Finance (ACF), John Wiley and Sons, Latest edition
- ◆ Additional handouts

### **References and Recommended Readings:**

- ◆ Brealey, Richard A. and Myer, Steward C. "Principles of Corporate Finance", 5<sup>th</sup> Edition, McGraw-Hill, 1996
- ◆ Brigham, Eugene F. and Gapenski, Louis C. "Financial Management", 9<sup>th</sup> Edition, Harcourt College Publishers (2001)
- ◆ Brigham, Eugene F. and Houston, Joel F. "Fundamental of Financial Management", 9<sup>th</sup> Edition, Harcourt College Publishers (2001)
- ◆ Bygrave, William D. "The Portable MBA in Entrepreneurship Case Studies", John Wiley & Sons, Inc.
- ◆ Damodaran, Aswath "Investment Valuation", University Edition, John Wiley & Sons, Inc.
- ◆ "Readings in Venture Capital", Association for Investment Management and Research
- ◆ Gompers Paul A., Sahlman William A. "Entrepreneurial Finance", John Wiley & Sons, Inc.
- ◆ Keown, Arthur J., Taylor, A.H., Martin, John D. and Petty, J. William "Basic Financial Management", 7<sup>th</sup> Edition , Prentice Hall, 1996
- ◆ Lee, Cheng F., Finnerty, Joseph E. and Norton, Edgar A.. "Foundation of Financial Management", West (1997)
- ◆ M. Glasgo, Phillip W., William J. Landes and A. Frank Thompson "Bank Discount, Coupon Equivalent and Compound Yields", Financial Management, Autumn 1982, 82-84
- ◆ Philip J. Adelman and Alan M. Marks, "Entrepreneurial Finance - Finance for small business 2<sup>nd</sup> Edition, Prentice Hall, 2001
- ◆ Ross, Stephen A., Westerfield, R.W. and Jordan, B.D., "Principles of Corporate Finance", Irwin, 1991
- ◆ Sherrerd, Katrina F. "Equity Markets and Valuation Methods", CFA program Edition, The Institute of Chartered Financial Analysts
- ◆ Smith, Janet Kiholm and Smith Richard L. "Entrepreneurial Finance", John Wiley & Sons, Inc.
- ◆ White, Gerald L., Sondhi, Ashwinpaul C. and Fried, Dov "The Analysis and Use of Financial Statements", CFA program Edition, John Wiley & Sons, Inc.

## **Tentative Course Outline**

### **IS201: DIGITAL TECHNOLOGY FOR BUSINESS**

**Number of Credit:** 3 credits

**Prerequisite:**

**Course Description:**

The key forces for change in business, how digital technology disrupts traditional business, digital business transformation, rethinking and redesigning of digital business, the new technology, applications, data and information platforms of digital business, managing digital business IT/IS infrastructure, Cyber security awareness and technology, and understanding how to use software for planning and decision making support of digital business operations in the agile environment.

**Course Objectives:**

1. To understand of role of information technology and communications in business and its impact on business / business process disruption.
2. To provide fundamental concepts and trends in information technology and information systems, and ethics / cyber security concerns.
3. To use software tool for fundamental business data collection and analysis of digital business operations.

### Main Text:

1. Laudon, Kenneth C., and Laudon, Jane P. )2020( Management Information Systems: Managing the Digital Firm, 16 ed., Pearson Education Inc
2. New Perspectives on Microsoft® Excel® 2013, Comprehensive, 1st Edition by June Jamrich Parsons, Dan Oja, Roy Ageloff, Patrick Carey, Carol DesJardins

### Recommended Texts & Materials

#### Grading Criteria:

Midterm Examination	30%
Final Examination	30%
IT News individual presentation	5%
Attendance, Quizzes, Assignment	15%
Group Presentations	20%
<b>Total</b>	<b>100%</b>

### Expected Learning Outcomes:

	1. Morality and Ethics	Expected Learning Outcomes
N/A	1.1 Possess honesty, sacrifice, self-, social-, and environmental responsibility.	
N/A	1.2 Value “sufficiency” theory and adapt it in life path by adhering to adequacy, rationale, and immunity development.	
●	1.3 Value disciplines, respect, and comply with the rules and regulations of the institution and society at large.	Students have disciplines, pay respects to a teacher, and comply with regulations set in class and by the university.
N/A	1.4 Acquire knowledge related to business morality and ethics, and be able to handle ethical dilemma with integrity.	
	2. Knowledge	Expected Learning Outcomes
●	2.1 Acquire knowledge on and understand the important concepts in business management.	Students understand the concepts of management, digital technology, and how companies use digital technology to help manage the organizations.
N/A	2.2 Acquire knowledge on and understand the important social and science concepts related to business management.	

	<b>1. Morality and Ethics</b>	<b>Expected Learning Outcomes</b>
N/A	2.3 Acquire knowledge on and understand the important concepts related to business processes, planning, corporate structures, operations, control, performance evaluation and contingency plan to suit the circumstances.	
N/A	2.4 Acquire the knowledge on academic advancement and professional development in business management including the understanding of the situational adaptability and its impacts on business.	

	<b>3. Intellectual Development</b>	<b>Expected Learning Outcomes</b>
●	3.1 Be able to search and process information and utilize various concepts appropriately in a given circumstance in order to obtain relevant information to benefit in the rapidly changing business environment.	Students understand the concepts of information systems to take in data and convert into valuable information.
N/A	3.2 Be able to think systematically, rationally and creatively and to integrate knowledge from other disciplines to solve the problems in business and other settings.	
N/A	3.3 Be able to collectively propose solutions to problems at hand and analyze the impacts of the proposed solutions and be able to choose the solution that is appropriate to a given situation to ensure business competitive advantages.	
	<b>4. Interpersonal Skills and Responsibilities</b>	<b>Expected Learning Outcomes</b>
●	4.1 Be able to work in team, possess interpersonal skills and leadership skills, and be professionally adaptive to a given situation.	Students can work in a team and at the end make a professional presentation.
N/A	4.2 Be creative and constructively criticize to solve problem of the team.	
N/A	4.3 Be responsible in lifelong learning to develop self and professional career.	
	<b>5. Quantitative Analysis, Communication and Information Technology</b>	<b>Expected Learning Outcomes</b>
N/A	5.1 Be able to apply mathematics, statistics, quantitative analysis in analyzing and making decisions in business and daily life.	
N/A	5.2 Be able to efficiently communicate in Thai and foreign languages that are relevant in doing business.	
N/A	5.3 Be able to explain the issues and make the issues clear in verbal or writing, and be able to choose the appropriate pattern of communication for different groups of audience both in business context and in other contexts.	
●	5.4 Be able to utilize the information technologies or others to support the business operations.	Students understand how to apply the knowledge about IT and digital technologies to improve business operations and processes.

## Tentative Class Schedule:

Session	Topics	Text
1	Introduction to the course	1
2	Innovation in Digital Technologies and Impacts on Business	1
3	Strategies and Digital Technologies	1
4	Strategies and Digital Technologies (2)	1
5	Business Analytics	1
6	Cybersecurity	1
7	Ethics, Security, and Social Issues	1
8	Using Microsoft EXCEL for fundamental information management (1) - Set up a workbook - Manipulate workbooks - Manipulate worksheets	1
9	Using Microsoft EXCEL for fundamental data analysis (2) - Work with data and EXCEL tables - Perform calculation on formulas and cell references - Use basic functions (Count and Sum, Financial, Statistical functions)	1
10	Using Microsoft EXCEL for fundamental data analysis (3) Create charts and graphic - Format worksheet, cells, and define styles - Print worksheets and charts	2
11	Using Microsoft EXCEL for fundamental data analysis (4)- -Goal seek -PivotTable -SUMPRODUCT -SUMIF	2
12	Advanced Features Vlookup, Hlookup, Breakeven point analysis	2
13	Excel Wrap up	2
14	Excel Quiz	
15	Group Presentation	

---

Tentative Course Syllabus  
MK 311 Consumer Behavior

Number of credits: 3 credits (3-0-6)

**Course Description:**

A study of concepts and theories of behavioral analysis in order to understand consumer and their behavior. Topics include both traditional thinking, which emphasizes psychological and behavioral theory for purchasing decision-making process, as well as contemporary alternative theories, which emphasizes understanding consumer from social and cultural dimensions. This course covers the understanding of both individual and organizational behavior that influences the purchasing decision.

**Prerequisite:** MK201 or MK202

**Course Objectives:**

1. To understand consumer behavior as a vital constituent of marketing.
2. To be able to explicate the concept and process of consumer behavior.
3. To be able to critically analyze consumer behavior and to define relevant influences on the consumer's purchasing decision.
4. To be able to apply the students' knowledge of consumer behavior in their marketing careers and their everyday lives.

### Main Texts:

Solomon, Michael (2018), *Consumer Behavior: Buying, Having, and Being*, Twelfth edition, Upper Saddle River, New Jersey: Pearson Prentice Hall.

### Grading:

Class Participation	10 %
Assignments	30 %
Term Paper and Presentation	30 %
Final Examination	30 %
<b>Total</b>	<b>100%</b>

### Teaching Philosophy:

In class, teaching and learning aims to pursue a process of joint learning with students. That is, the lecturer introduces concepts and theories of Consumer Behavior to the class; then students share their experiences regarding the lectured concepts and theories. Hopefully, we learn from each other for ultimately we all are consumers!!!

Outside class, students are encouraged to do their own self-study as much as possible. As consumer behavior is a 'dynamic subject', assignments and the term paper intend to provide some of the necessary analytical skills needed.

### Assignments and Term Project:

#### 1. Assignments

Each assignment is an individual work; which students are required to submit via email: [kritsadarat@tbs.tu.ac.th](mailto:kritsadarat@tbs.tu.ac.th). The email should identify the subject as 'MK 311-BE-Assignment Topic', and the assignment must be saved as 'Student Id-Assignment Topic'. Presentation of the work may also be required. Grading will be based on the quality of the discussion and/or presentation.

#### 2. Term Paper

Students are required to form a term paper group (max. 8 people). Participation and involvement in the group's work by each individual will be taken into account for grading. That is, peer evaluation will be assessed. The term paper is to study a particular topic of consumer behaviour of the group's interest. The paper should be approximately 30 pages long (double-spacing typed A4). Time allow for each presentation is maximum 20 minutes.

Expected Learning Outcome (TQF 3 Curriculum Mapping)

Morality and Ethics	Expected Outcome
1.4 Acquire knowledge related to business morality and ethics, and be able to handle ethical dilemma with integrity.	1.4 Acquire knowledge on and understand how to treat consumers ethically.
Knowledge	Expected Outcome
2.1 Acquire knowledge on and understand the important concepts in business management.	2.1 Acquire knowledge on and understand the important concepts in Consumer Behavior.
Intellectual Development	Expected Outcome
3.1 Be able to search and process information and utilize various concepts appropriately in a given circumstance.	3.1 Be able to employ various concepts in consumer behavior to acquire consumer insights; which will be useful for developing effective marketing strategies accordingly.
Interpersonal Skills and Responsibilities	Expected Outcome
<p>For Curriculum 2556/2558</p> <p>4.2 Be creative and constructively criticize to solve problem of the team.</p> <p>For Curriculum 2561</p> <p>4.1 Be able to work in team, possess interpersonal skills and leadership skills, and be professionally adaptive to a given situation.</p>	<p>4.2 Be able to discuss in order to gain better understanding of consumer behavior.</p> <p>4.1 Be able to conduct a group project to study consumer behavior successfully.</p>
Quantitative Analysis, Communication and Information Technology	Expected Outcome
5.3 Be able to explain the issues and make the issues clear in verbal or writing, and be able to choose the appropriate pattern of communication for different groups of audience both in business context and in other contexts.	5.3 Be able to give a presentation on the study of consumer behavior to others.

## Class Schedule

Session Date & Time	Topics	Activities/ Text & Materials/Media
#1:	<b>Introduction to the Course</b> <ul style="list-style-type: none"> <li>• Course Description and Objectives</li> <li>• Teaching Philosophy</li> <li>• Course Administration</li> <li>• Course Schedule and Outline</li> </ul> <b>Overview of Consumer Behavior</b> <ul style="list-style-type: none"> <li>• Consumers in the Marketplace</li> <li>• Importance of Consumer Behavior</li> <li>• Consumer Behavior and Marketing</li> <li>• Scope of Consumer Behavior Study</li> </ul>	<p style="text-align: center;">Explain course outline</p> <p style="text-align: center;">Read Chapter 1-2</p>
#2:	<b>Consumers as Individuals</b> <ul style="list-style-type: none"> <li>• Perception</li> </ul>	<p style="text-align: center;">Read Chapter 3 Class discussion</p>
#3:	<b>Consumers as Individuals</b> <ul style="list-style-type: none"> <li>• Learning and Memory</li> </ul>	<p style="text-align: center;">Read Chapter 4 Class discussion on assignment</p>
#4:	<b>Consumers as Individuals</b> <ul style="list-style-type: none"> <li>• Motivation</li> <li>• Consumer Fantasy, Fun and Escapism</li> <li>• Involvement</li> <li>• Emotions</li> </ul>	<p style="text-align: center;">Read Chapter 5 Class discussion on assignment</p>
#5:	<b>Consumers as Individuals</b> <ul style="list-style-type: none"> <li>• Attitudes</li> <li>• Attitude Change</li> </ul>	<p style="text-align: center;">Read Chapter 8 Class discussion on assignment</p>
#6:	<b>Consumers as Individuals</b> <ul style="list-style-type: none"> <li>• The Self: Traditional View</li> <li>• The Self: Alternative View</li> </ul> <b>Consumers and Symbolic Consumption: An Alternative View to Understand Consumers</b> <ul style="list-style-type: none"> <li>• Consumer Identity and Symbolic Consumption</li> <li>• Consumers and Meaning Appropriation</li> <li>• Possessions and the Extended Self</li> </ul>	<p style="text-align: center;">Read Chapter 6, and class handout Class discussion on assignment</p>
#7:	<b>Consumers as Individuals</b> <ul style="list-style-type: none"> <li>• Personality</li> <li>• Lifestyle and Values</li> </ul>	<p style="text-align: center;">Read Chapter 7 Class discussion on assignment</p>

Session Date & Time	Topics	Activities/ Text & Materials/Media
#8:	<b>Consumers as Social Beings</b> <ul style="list-style-type: none"> <li>• Consumers and Social Structure</li> <li>• Consumers and Demographics</li> <li>• Consumers and Social Class</li> </ul>	Read Chapter 6, 12 Class discussion on assignment
#9:	<b>Consumers as Social Beings</b> <ul style="list-style-type: none"> <li>• Consumers and Reference Groups</li> <li>• Consumers and Family</li> </ul>	Read Chapter 11 & 13 Class discussion on assignment
<b>No Class during Songkran Holidays (12-18 April 2021)</b>		
#10:	<b>Consumers as Social Beings</b> <ul style="list-style-type: none"> <li>• Consumers and Culture</li> <li>• Consumers and Subcultures</li> <li>• Cultural Changes and Diffusion               <ul style="list-style-type: none"> <li>○ Media &amp; Digital Society</li> <li>○ Body Culture</li> <li>○ Globalization</li> </ul> </li> </ul>	Read Chapter 13-14 Class discussion on assignment
#11:	<b>Consumers as Decision Makers</b> <ul style="list-style-type: none"> <li>• Individual Purchase Decision Process</li> <li>• Consumer Satisfaction</li> </ul>	Read Chapter 9 & 10 Class discussion on assignment
#12:	<b>Consumers as Decision Makers</b> <ul style="list-style-type: none"> <li>• Group Decision</li> <li>• Consumers and Family Decision</li> </ul>	Read Chapter 9 Class discussion on assignment
#13:	<b>Other Sides of Consumers</b> <ul style="list-style-type: none"> <li>• The Dark Side of Consumer Behavior</li> </ul> <b>Consumer Behavior and Marketing</b> <ul style="list-style-type: none"> <li>• Marketing and Consumer Responsibility</li> <li>• Marketing and Consumer Research</li> </ul>	Read Chapter 1

Session Date & Time	Topics	Activities/ Text & Materials/Media
#14-15*	Group Project Presentation	Group Project Submission And Presentation
	Final Examination (The format of final examination may be alternated to properly fit the course situation.)	Textbook, notes, iPad & notebook computer are allowed; providing that all communication devices are turned off.



## MK319 Course Outline

**Prerequisite:** MK312

### Course Description:

Digital marketing strategy course is to educate students to understand how to applying digital technologies to craft marketing strategies in responding to consumer and business markets in the digital era. The content of this course contains four parts that are issues and challenges of digital technologies in marketing competitive landscape, leveraging digital technologies to gain competitive advantage, digital marketing strategy formulation, and designing metrics to measure the success of digital marketing strategy.

### Course Objectives:

- a) Students can analyze digital technologies' impact on the competitive landscape, driving to digital transformation.
- b) Students understand digital technologies as tools to craft a digital marketing strategy
- c) Students can apply digital technologies as part of a digital marketing strategy in developing an organization's competitive advantage.
- d) Students can determine key performance indicators to align with digital marketing strategy

### Grading:

EVALUATION CRITERIA		Percentage
a)	<b>Class Participation</b> [Individual] [Morality and Ethics+ Knowledge + Intellectual Development] - In-class discussion - Student self-reporting method	10 + 5
b)	<b>Class Attendance</b> [Individual] [Morality and Ethics + Responsibility]	5
c)	<b>Individual Assignments</b> [Individual] page 5 [Morality and Ethics + Responsibility + Knowledge + Intellectual Development]	35
d)	<b>Digital Marketing Strategy Group Report and Presentation</b> [Group] page 3 [Interpersonal Skills and Responsibilities + Knowledge + Intellectual Development + Morality and Ethics]	45

**ive class schedule**

<b>Week</b>	<b>Topics</b>	<b>Activities</b>	<b>Lecturer</b>
Module I: Issues and challenges of digital technologies in marketing competitive landscape			
1	MK319 Class Introduction Session	<ul style="list-style-type: none"> <li>• Course Outline</li> <li>• Review of marketing strategy formulation process</li> <li>• Digital Marketing Strategy Landscape</li> </ul>	
2	Digital Transformation	<ul style="list-style-type: none"> <li>• Process, People, and Technology</li> <li>• Business Model Development</li> </ul>	
3	Consumers in the Digital Era: Customer Decision Journey	<ul style="list-style-type: none"> <li>• Customer decision journey [Moment of truth]</li> <li>• Customer centricity and insight</li> </ul>	
4	Consumers in the Digital Era: Customer Decision Journey	<ul style="list-style-type: none"> <li>• Segmentation, Targeting, Positioning Review</li> <li>• Marketing funnel</li> </ul>	
Module II: Leveraging digital technologies to gain a competitive advantage			
5	Social Media Marketing I	<ul style="list-style-type: none"> <li>• Facebook Marketing</li> </ul>	Guest Speaker
6	Social Media Marketing II	<ul style="list-style-type: none"> <li>• Facebook Marketing(cont'd)</li> <li>• Instagram</li> </ul>	Guest Speaker
7	Chat Marketing	<ul style="list-style-type: none"> <li>• Line OA + Line MyShop Chatbot</li> </ul>	Guest Speaker
8	Search Marketing	<ul style="list-style-type: none"> <li>• Search Engine Optimization (SEO)</li> <li>• Search Engine Marketing (SEM)</li> <li>• Pay per click</li> <li>• Display advertising</li> <li>• Google platform</li> </ul>	Guest Speaker
9	Web Marketing	<ul style="list-style-type: none"> <li>• Website Creation Alternatives + Microsite</li> <li>• Website Management</li> <li>• User Interface</li> <li>• Linkage with SEO: Landing page</li> <li>• Linkage with Content Marketing</li> </ul>	Guest Speaker
10	VDO Content Marketing	<ul style="list-style-type: none"> <li>• Youtube Marketing</li> </ul>	Guest Speaker
Module III: Digital Marketing Strategy Formulation			
11	Digital Marketing Objectives and Online Value Proposition (OVP) Development	<ul style="list-style-type: none"> <li>• Digital marketing objectives development</li> <li>• Online value proposition development</li> <li>• Service blueprint</li> </ul>	
12	Digital Marketing Channels: Delivering the digital customer experience	<ul style="list-style-type: none"> <li>• Omni Channel</li> <li>• O2O Channel</li> <li>• E-Marketplace</li> </ul>	
13	Integrated Marketing Communication: Campaign Planning	<ul style="list-style-type: none"> <li>• Campaign planning</li> <li>• Content Marketing</li> </ul>	
Module IV: Designing Metrics to measure the success of the digital marketing strategy			
14	Digital Marketing Metrics	<ul style="list-style-type: none"> <li>• Volume Metrics</li> <li>• Value Metrics</li> <li>• Cost Metrics</li> </ul>	
15	Student presentation	<ul style="list-style-type: none"> <li>• Digital marketing strategy project presentation</li> </ul>	

## Digital Marketing Strategy Project Report and Presentation (Group)

This class requires five teams for the project and presentation.

**Objectives:** a) students understand the process to develop digital marketing strategy  
b) students can apply digital technologies and knowledge study throughout this course in generating digital marketing strategy

**Setting:** Students can choose the project base on their preference. The requirement is the project has to show students' ability to adopt digital technologies as part of marketing strategy. The examples of the project topic describe below. But this is not the specific project topic to follow.

Alternative #1: Develop new products or services with digital technologies as a core component. For example, Grab is the application, which was developed from the gain/pain of the consumer in getting taxi service. Currently, multiple features had been created to provide convenience to the user, such as food delivery service, convenience store shopping, etc.  
Thus, alternative #1, students assume that your team is the start-up team, which present their project to get funding from venture capital firm.

Alternative #2: Base on existing product and service, your team adopts digital technologies to create a competitive advantage to solve the problem (or crisis) or seize the opportunity. The technology can be part of any element of 4Ps or 7Ps.

*Example 1: Value communication and delivery*

During the Covid-19 lockdown, The Penguin Eat Shabu restaurant offered shabu set with free shabu pot and distribute through the Eventpop website. And the company keep partnering with existing digital technology provide in creating a channel to deliver the product to their customer. Thus, the company can survive during the crisis.

*Example 2: Integrated Marketing Communication Campaign*

Coke in Hong Kong would like to increase awareness of the TVC advertisement. Chok Chok campaign was developed by incorporating a mobile application app, which combining gamification with point redemption. The campaign is one of the most successful campaigns in Hong Kong, both in terms of performance and impactful.

*Example 3: Business Diversification to match with the new shopper behavior.*

Central is one of the big retail business in Thailand. The immigrating of consumers from offline to online channels challenge the Central to join the e-commerce platform. The launching of central online cannot generate impactful to the market. In 2018, Central joint venture with JD, China largest retailer under the name of JD Central.

Thus, alternative #2, students assume that your team is marketing department of the company, which presents their project to get budget approval in implementing the project.

### Report and Presentation Content

Students can adjust the heading to match with content and storyline that you want to deliver. However, you have to ensure that the content covers the following topics

- **INTRODUCTION**

This section includes the rationale in utilizing digital technology in creating competitive advantage in this digital marketing strategy report and presentation

- **DIGITAL MARKETING STRATEGY: TOWS MATRIX**

This section includes the marketing landscape analysis, which provides essential SWOT analysis, which used to create strategic alternatives base on the TOWS matrix.

- **DIGITAL MARKETING OBJECTIVE**

This section includes the SMART digital marketing objective. The marketing objective should lead to a financial objective, which could consist of short-term, middle-term, or long-term depending on the topic selection.

- **TARGETING**

This section includes an explanation of the characteristics of the target market for the online value proposition. It should consist of the justification both in terms of financial benefit and marketing benefit in penetrating this market.

- **POSITIONING STATEMENT**

Besides the position statement, this section should include a full explanation for the online value proposition.

- **DIGITAL MARKETING STRATEGY**

This section answers what strategic direction to deliver the online value proposition to the targeting, which lastly enables the organization to succeed, as stated in the objective.

- **DIGITAL MARKETING TACTICAL PLAN**

This section includes the proposal of a tactical plan, which dictates how the digital marketing strategy will implement. The section can be organized based on 4Ps or 7Ps marketing mix based on the market landscape.

- **DIGITAL MARKETING METRICS**

This section includes all marketing metrics, which assign to be key performance index (KPI) for each tactical plan. This section has to align with the digital marketing strategy objective section, which is the end goal for this report.

- **BIBLIOGRAPHIES**

All the information from secondary sources has to cited in APA format. You can download the EndNote program from this link <https://library.tu.ac.th/academic-support/endnote>. Or you can use online "citationmachine" to generate citation <https://www.citationmachine.net/apa/cite-a-book>

#### Report Style Instruction

- Page size : A4 size
- Font size : Heading Level 1 – Arial Font 12 pt. and Bold, left align  
Heading Level 2 – Arial Font 10 pt. and Bold, left align  
Body Text – Arial Font 10 pt. and Regular,  
For new paragraph indent by 0.5 cm and 1.5 line spacing
- Line spacing : Single Space
- Margin : 1" for all 4 sides
- Bibliographies : APA style
- 
- Page Limitation : Report Proposal - *no more than 5 pages inclusive\**  
Final Written Report - *no more than 30 pages inclusive\**  
*\*Title page (member namelist) + Appendix are excluded.*

#### Grading on Written Report and Oral Presentation

The marks will assign for written clarity based on the following evaluations

- Did you communicate ideas, data, and conclusions?
- Did you write with precision, clarity, and economy?
- Did you do extraordinarily well or do more of it than is expected? (This is the realm of not just doing the research report, but doing something extra. I will know it when I read it.
- If elements are missing from the paper, it is subject to mark deduction.

**Each group will have 15 minutes to present and 10 minutes for Q & A.** And your **Oral Presentation** will be graded based on the following criteria:

- |   |           |
|---|-----------|
| <b>a) Clarity:</b> Does the presentation easy to understand and adequately motivated by material?   | 30 Points |
| <b>b) Coherence:</b> Did the presenter provide information in an ordered, logical, professional manner?                                       | 30 Points |
| <b>c) Creativity:</b> Did the presenter generate something extra? (cannot identify, but I will know it when I see it)                         | 20 Points |
| <b>d) Use of graphic aids:</b> Were the figures, table, or other media aid easy to read and effective in illustrating the presenter's points? | 20 Points |

Submission Instruction

Report and presentation files have to e-mail to my e-mail address by Midnight of the day before presentation day. The file should include

- Report file
- PowerPoint file
- Others filetype that use in presentation

The subject of the E-mail should be **MK319-BE-ProjectName** ex MK319-BE-Coke

All file name should structure as **MK319-BE-ProjectName-FileContent**

Ex. MK319-BE-Coke-Report.docx, MK319-BE-Coke-Presentation.ppt, MK319-BE-Coke-Clip.mp4

**Individual Assignment: Digital Marketing Skill Development**

Part I : The content of proposal (1 page+appendix) should include the following info.

The main objective of this assignment is to allow students to develop digital marketing skills base on their preferences. There is no fixed format for this assignment.

- Specify the selected skill (s) - This should be part of your personal branding, which will benefit your internship or career path
- Explain how the selected skill (s) link with digital marketing
- The current level of the chosen skill
- The expected level or outcome after pass through the practicing process. You need to ensure that it's a challenging level.
- Timeline of the practicing/learning/implementing process
- 1 A4-size page. + Appendix (no limit)
- Rubric for proposal are relevancy, challenging, communicable, coherent

Part II : The content of final report (2 pages+appendix) should include the following info.

The final report's main objective is to conclude what you have learned for 2 months and 15 days as part of students' digital marketing skills. There is no fixed format for this assignment. The final report content should include the following info.

- Output skills (+Outcome) that you have learned or developed - Weblink, Fan page, IG, etc.
- Key Takeaways: What were the key takeaways for yourself. Students have to be able to summarized what you have learned during the learning process. You can use this section to identify factors that make you cannot succeed, as indicated in your proposal.
- 2 A4-size page. + Appendix (no limit)
- Your write-up should be conclusive, communicable, understandable, and persuasive.
- Rubric for final report are effort & output, report content, coherent/commucable/persuasive writing style

Submission Instruction

Microsoft team

**TENTATIVE COURSE OUTLINE**  
**MK 322 Retail Management**

**Prerequisite: MK 201/ 202, MK 311**

**Course Description:**

The course is designed to provide B.E. students a comprehensive understanding of retail management concepts and theories. This course will offer students the opportunity to develop and strengthen their retailing strategies as they will be required to formulate new retail business that will prepare them to become successful marketing managers in the future. Students will also be exploring retail marketing problems and apply concepts to real life cases as this course enhances both a strategic marketing perspectives combined with the actual implementation of the retailing process. Student participation is one of the key learning success factors since this course will allow students to create and share ideas with one another either being in group or individual work.

**Course Objectives:**

1. To provide students an in-depth understanding of Retail Businesses and its elements.
2. To explain retailing and the concept of retail marketing on a strategic level for both on local & international platforms.
3. To identify, explore and work on practical marketing cases and apply retail marketing concepts In business and non-business enterprises to further strengthen the understanding of retail management.
4. To prepare students to become effective marketing managers by developing, apart from in-depth understanding of the strategic retail management process, but also in the area of analytical thinking, creativity, innovation and presentation, skills needed to succeed in the corporate world.

**Assessment:**

Midterm Exam	20%
Final Exam	30%

**Project Term Paper & Presentation** 30%

*Note: The Project begins on the first day of class with the formation of the project team. The team is required incorporate theories, concepts, models, and other relevant information (ex. Facts, figures, external source data) into the analysis for the project term paper as group work progress will be gradually developed throughout the summer session via project mini presentations. The final presentation of approximately 20 mins. will take place on the last day of class. The booklet will be due on the day of the final Exam.*

**Individual Reading and Assignment (Smart Book)** 10%

*Note: Individual LS Reading and Assignments ( both individual and group) are submitted and monitored from online date retrieved from the Smart Book which on first day of class all students are required to attend the Smart Book Application Training and registration.*

**Class Participation and Attendance**

10%

*Note: Participation includes attendance, discussions(including Chapter Presentations) and assignments. There will be open discussions and 'brainstorming' on the context, marketing cases and various business issues.*

**Required Text:**

Levy, Weitz, and Grewal (2019) Retailing Management, 10th Edition, McGraw-Hill International Edition, New York, ISBN: 978-1-259-06066-3

**Supplementary Reading:**

All retail news from all sources, particularly on the Internet.

**Student Responsibility:**

- Student is expected to do the reading of the chapter in the Smart Book to enhance understanding after lessons covered by the instructor.
- Every class assignment needs to be turned in on time in the Smart Book. Late turn-in will be accepted with no score assigned to it.
- The instructor may not, sometimes, cover the whole chapter in detail; however, if those missing details are stated in the course syllabus, it is therefore students' responsibility to review the material.
- Important notice: **Attendance is very important , therefore 3 lates equals 1 absent and 4 absents you are not allowed to take the final exam.**
- In case of classes online, all Zoom learning recordings will not be available for students, therefore students are required to attend each session and sign in the beginning of class and be active in class discussions for class participation credit.

**Academic Honesty:**

You are expected to be honest in all of your academic work. Copying is plagiarism and will be treated as an honor code violation. Potential sanctions include failure in the course: "F" and suspension from the university.

**Class Schedule**

Week	Date.	Topic	Chapter	Assignments and Activities
1		<b>1.1 Smart Book Training</b> <b>1.2 Class Introduction</b> Review Syllabus Expectations <b>1.3 Introduction to the World of Retailing</b> The Importance of Retailing Types of Retailers <b>1.4 Retailing Exercise</b> Successful Retail Businesses	1	<b>Group Work:</b> Group Formation, Introduction, Retail Exercise  <b>LS Individual Reading &amp; Assignment Week1</b>
2		<b>2.1 Introduction to the World of Retailing</b> Retailing Activities Impact of the Changing Retail Industry Opportunities in Retail	1,2,3	<b>Group Work:</b> Project Mini-Presentation 1: Chosen Retail Business

		<b>2.2 Types of Retailers</b> Different Characteristics that Define Retail Different Retail Types <b>2.3 Multichannel Retailing</b> <b>Importance of Multichannels</b> Opportunities and Challenges Experiential Shopping		<b>LS Individual Reading &amp; Assignment Week 2</b>
3		<b>3.Customer Buying Behavior</b> Process in Making Retail - Patronage/ Buying Decisions Different Types of Buying Process Social & Economical Influences Benefits of Market Segmentation	4	<b>Group Work:</b> Project Mini-Presentation 1: Chosen Retail Business  <b>LS Individual Reading &amp; Assignment Week 3</b>
4		<b>4.Retail Market Strategy</b> Building sustainable Competitive Advantage Strategic Growth Opportunities Steps in Developing Strategic Plan	5	<b>LS Individual Reading &amp; Assignment Week 4</b>
5		<b>5.Financial Strategy</b> Strategic Objectives of a Retail Firm Strategic Profit Model Analyzing Growth Analyzing Financial Risks Performance Measures	6	<b>LS Individual Reading &amp; Assignment Week 5</b>
6		<b>6.Retail Locations</b> Types of Retail Locations Characteristics of Different Retailers Match Locations to Retailer's Strategy	7	<b>Group Work:</b> Project Mini-Presentation 2: Strategic Retail Direction  <b>LS Individual Reading &amp; Assignment Week 6</b>
7		<b>7.Retail Site Location</b> Factors Considered to Locating a Number of Stores Characteristics and Analyzing Trade Area/Site Site Selection Process	8	<b>Group Work:</b> Project Mini-Presentation 2: Strategic Retail Direction  <b>LS Individual Reading &amp; Assignment Week 7</b>

8		<b>8.Midterm Exam</b>	<b>3:00-5:00 pm</b>	
9		<b>9.1 Human Resource Management</b> Objectives of HRM Activities Retail Employees Undertake Legal Issues to HRM <b>9.2 Information Systems and Supply Chain Management</b> Strategic Advantage Generated by the Supply Chain Information/Merchandising Flow Retailer & Vendor Collaboration	9,10	<b>LS Individual Reading&amp; Assignment Week 9</b>
10		<b>10.Customer Relationship Management</b> CRM Processes Consumer Shopping Data and Analysis Implementation of Successful CRM Programs	11	<b>Group Work:</b> Project Mini-Presentation 3:Proposed Retail Location  <b>LS Individual Reading&amp; Assignment Week 10</b>
11		<b>11. Managing the Merchandise Planning Process</b> Successful Merchandising Practices Organization & Performance Measures Merchandise Management Decisions	12	<b>Group Work:</b> Project Mini-Presentation 3:Proposed Retail Location  <b>LS Individual Reading&amp; Assignment Week 11</b>
12		<b>12.1 Buying Merchandise</b> Branding Options Building Strategic Relationships with Vendors <b>12.2 Retail Pricing</b> Retailer Price Setting Pricing Techniques to Increase Sales & Profits Legal & Ethical Issues	13,14	<b>LS Individual Reading&amp; Assignment Week 12</b>
13		<b>13. Retail Communications Mix</b> New &Traditional Media Elements Building Brand Image and Customer Loyalty Developing Retail Communications Program	15	<b>Group Work:</b> Project Mini-Presentation 4:Retail Ads  <b>LS Individual Reading&amp; Assignment Week 13</b>
14		<b>14.1 Managing the Store</b>	16,17	

		Recruiting, Socializing, & Training Managing Workers Store Manager Leadership <b>14.2 Store Layout, Design and Visual Merchandising</b> Criteria for Designing a Store Best Technique for Merchandise Presentation Creating Customer Shopping Experience		<b>LS Individual Reading &amp; Assignment Week 14</b>
15		<b>15. Customer Service</b> Building Competitive Advantage via Customer Service Methods of Providing High-quality Service	18	<b>Group Work:</b> Project Mini-Presentations 5: Store Layout, Design & Visual Merchandising  <b>LS Individual Reading &amp; Assignment Week 15</b>
16		<b>16. Final Project Presentation</b>	All groups present	<b>Group Presentations</b>
<b>17</b>		<b>17. Final Exam</b>	<b>1:30 – 4:30 pm</b>	<b>Project Booklet Due Peer Evaluation Due</b>

**TENTATIVE COURSE OUTLINE**  
**MK326 International Marketing**

**Prerequisite: MK 201/202**

**Course Description:**

The course is designed to provide B.E. students a comprehensive understanding of international marketing theories and practices. This course will offer students the opportunity to develop and strengthen their international marketing strategies as they will be required to formulate new international businesses that will prepare them to become successful marketing managers in the future. Students will also be exploring global marketing problems and apply concepts to real life cases as this course enhances both strategic marketing perspectives combined with the actual implementation of the international marketing process. Student participation is one of the key learning success factors since this course will allow students to create and share ideas with one another either being in group or individual work.

**Course Objectives:**

1. To provide students an in-depth understanding of International Marketing in both theory and practice.
2. To identify, explore and work on practical international marketing cases and apply marketing concepts in business enterprises to further strengthen the understanding of how marketers operate in different countries.
3. To prepare students to become effective marketing managers by developing, apart from in-depth understanding of the strategic retail management process, but also in the area of analytical thinking, creativity, innovation and presentation, skills needed to succeed in the corporate world.

**Assessment:**

Midterm Exam 20%

Final Exam 30%

### **Project Term Paper & Presentation 30%**

Note: The Project begins on the first day of class with the formation of the project team. The team is required to incorporate theories, concepts, models, and other relevant information (ex. Facts, figures, external source data) into the analysis for the project term paper as group work progress will be gradually developed throughout the summer session via project mini presentations. The final presentation of approximately 15 mins. will take place on the last day of class. The booklet will be due on the day of the final Exam.

### **Individual Reading and Assignment (Smart Book) 10%**

Note: Individual LS Reading and Assignments (both individual and group) are submitted and monitored from online data retrieved from the Smart Book which on first day of class all students are required to attend the Smart Book Application Training and registration.

### **Class Participation and Attendance 10%**

Note: Participation includes attendance, discussions (including Assigned Presentations) and assignments. There will be open discussions and 'brainstorming' on the context, marketing cases and various business issues.

#### **Required Text:**

Philip R. Cateora, R. Bruce Money, Mary C. Gilly and John L. Graham, International Marketing (2020) 18th Edition, McGraw-Hill Education, New York, ISBN: 978-1-260-54787-0

Supplementary Reading:

All International news from all sources, particularly on the Internet.

#### **Student Responsibility: -**

- Student is expected to do the reading of the chapter in the Smart Book to enhance understanding after lessons covered by instructor.
- Every class assignment needs to be turned in on time in the Smart Book. Late turn-in will be accepted with no score assigned to it.
- The instructor may not, sometimes, cover the whole chapter in detail; however, if those missing details are stated in the course syllabus, it is therefore students' responsibility to review the material.
- Important notice: **Attendance is very important, therefore 3 lates equals 1 absent and 4 absents you are not allowed to take the final exam.**
- In case of classes online, all Zoom learning recordings will not be available for students, therefore students are required to attend each session and sign in the beginning of class and be active in class discussions for class participation credit.

Academic Honesty: You are expected to be honest in all of your academic work. Copying is plagiarism and will be treated as an honor code violation. Potential sanctions include failure in the course: "F" and suspension from the university.

## **Class Schedule**

Week	Date.	Topic	Chapter	Assignments and Activities
1		<b>1.1 Smart Book Training</b> <b>1.2 Class Introduction</b> Review Syllabus  Expectations  1.3 AN OVERVIEW: The Scope and Challenge of International Marketing	1	<b>Group Work:</b>  Group Formation,  Introduction, in class exercise  <b>LS Individual Reading &amp; Assignment Week 1</b>
2		<b>2.1 The Scope and Challenge of International Marketing</b>  <b>2.2 The Dynamic Environment of International Trade</b>	1,2,3	<b>Group Work:</b> Project Mini-Presentation 1: Chosen Country to develop Business  LS Individual Reading & Assignment Week 2
3		<b>THE CULTURAL ENVIRONMENT OF GLOBAL MARKETS</b>  <b>3.1 History and Geography: The Foundation of Culture</b>  <b>3.2 Cultural Dynamics in Assessing Global Markets</b>  <b>3.3 Culture, Management Style and Business Systems</b>	4	<b>Group Work:</b> Project Mini-Presentation 1: Chosen Country to Develop Business  <b>LS Individual Reading &amp; Assignment Week 3</b>
4		<b>THE CULTURAL ENVIRONMENT OF GLOBAL MARKETS</b>  <b>4.1 The Political Environment: A Critical Concern</b>  <b>4.2 The International Legal Environment: Playing by the Rules</b>	5	<b>LS Individual Reading &amp; Assignment Week 4</b>
5		<b>ASSESSING GLOBAL MARKET OPPORTUNITIES</b>	6	<b>Group Work:</b> Project Mini-Presentation 2  <b>LS Individual Reading &amp; Assignment Week 5</b>

		<b>5.1 Developing a Global Vision through Marketing Research</b>		
6		<b>ASSESSING GLOBAL MARKET OPPORTUNITIES</b> <b>6.1 Economic Development and the Americas</b> <b>6.2 Europe, Africa, and the Middle East</b>	7	<b>Group Work:</b> Project Mini-Presentation 3 <b>LS Individual Reading &amp; Assignment Week 6</b>
7		ASSESSING GLOBAL MARKET OPPORTUNITIES 7. The Asia Pacific Region	8	<b>Group Work:</b> Project Mini-Presentation 4 <b>LS Individual Reading &amp; Assignment Week 7</b>
<b>8</b>		<b>8. Midterm Exam</b>	<b>3:00-5:00 pm</b>	
9		<b>DEVELOPING GLOBAL MARKETING STRATEGIES</b> <b>9. Global Marketing Management: Planning and Organization</b>	9,10	<b>LS Individual Reading &amp; Assignment Week 9</b>
10		<b>DEVELOPING GLOBAL MARKETING STRATEGIES</b> <b>10. Products and Services for Consumers</b>	11	<b>Group Work:</b> Project Mini-Presentation 5 <b>LS Individual Reading &amp; Assignment Week 10</b>
11		<b>DEVELOPING GLOBAL MARKETING STRATEGIES</b> <b>11. Products and Services for Businesses</b>	12	<b>Group Work:</b> Project Mini-Presentation 6 <b>LS Individual Reading &amp; Assignment Week 11</b>
12		<b>DEVELOPING GLOBAL MARKETING STRATEGIES</b> <b>12. International Marketing Channels</b>	13,14	<b>LS Individual Reading &amp; Assignment Week 12</b>

13		<b>DEVELOPING GLOBAL MARKETING STRATEGIES</b> <b>13. Integrated Communications and International Advertising</b>	15	<b>Group Work:</b> Project Mini-Presentation 7 <b>LS Individual Reading &amp; Assignment Week 13</b>
14		<b>DEVELOPING GLOBAL MARKETING STRATEGIES</b> <b>14.1 Personal Selling and Sales Management</b> <b>14.2 Pricing for International Markets</b>	16,17	<b>LS Individual Reading &amp; Assignment Week 14</b>
15		<b>IMPLEMENTING GLOBAL MARKETING STRATEGIES</b> <b>15. Inventive Negotiations and International Customers, Partners and Regulators</b>	18	<b>Group Work:</b> Project Mini-Presentations 8 <b>LS Individual Reading &amp; Assignment Week 15</b>
16		<b>16.. Final Project Presentation</b>	All groups present	<b>Group Presentations</b>
<b>17</b>		<b>17. Final Exam</b>	<b>1:30 – 4:30 pm</b>	<b>Project Booklet Due</b> <b>Peer Evaluation Due</b>

## Tentative Course Outline

### OM201: OPERATIONS MANAGEMENT

**Number of Credits:** 3 credits (3-0-9)

**Course Description:**

Study of concepts, techniques and tools to design, analyze, and improve core operational capabilities, and their application to a broad range of industries. Topics include operations strategy, productivity, product/service design, process design, quality management, inventory management, project management, supply chain management, operational performance measurement, and operations for sustainability.

**Course Objectives:**

The objective of this course is to provide students with basic concepts and techniques in managing the operations of a production unit and/or a service organization, which leads to achieve excellent and sustainable operation and supply chain.

**Teaching Materials and Resources:**

**Main Texts:**

*“Operations Management: Sustainability and Supply Chain Management”* Global edition, 12<sup>th</sup> Edition, By Jay Heizer, Barry Render, Chuck Munson, Pearson, ISBN: 9781292148632, Published: 2017.

**Required Readings/ Course Materials:**

Teaching notes and coursework from lecturer will be uploaded to MS Teams.

**Evaluation Methods:**

Methods/Activities	Week	Weighted score
Individual and group in-class assignments (4 x 5%)	3, 9, 11, 14	20%
Group reports and presentations (2 x 15%)	4, 7	30%
Midterm exam		20%
Final exam		30%
<b>Total</b>		<b>100%</b>

**Grading Criteria:**

<b>Grades</b>	<b>Percentage</b>	<b>1/2019</b>	<b>2/2019</b>	<b>1/2020</b>	<b>2/2020</b>
A	85-100	8%	24%	18%	7%
B+	75-84	19%	66%	31%	55%
B	70-74	23%	5%	25%	34%
C+	65-69	27%	-	8%	4%
C	60-64	11%	-	10%	-
D+	50-59	4%	-	4%	-
D	40-49	4%	-	-	-
F	0-39	-	-	-	-
W		4%	5%	4%	-

**Teaching-Learning Methods:**

- Lecture on theoretical concepts
- Case discussion and assignments
- Group reports

**Class Policy:**

- Students shall read suggested textbooks or teaching notes before classes.
- Students shall contribute reasonable effort to classes and group assignments.
- Students shall check plagiarism and grammar in their reports or assignments before submission.
- Students shall prepare and submit their reports and assignments according to given instructions. Late submission may be rejected or lead to point deduction.
- Students shall not eat and chat during the class.

**Expected Learning Outcomes:**

	<b>1. Morality and Ethics:</b>	<b>Expected Learning Outcomes:</b>
●	1.1 Possess honesty, sacrifice, self-, social-, and environmental responsibility.	<ul style="list-style-type: none"> <li>- Attend classes with good manners and punctuality.</li> <li>- Plagiarism and wrong grammar in reports or assignments shall be not apparent.</li> <li>- Submit assignments and reports on time.</li> <li>- Corporate social responsibility, social enterprise and other sustainability concepts shall be integrated in reports or assignments.</li> </ul>
N/A	1.2 Value “sufficiency” theory and adapt it in life path by adhering to adequacy, rationale, and immunity development.	
N/A	1.3 Value disciplines, respect, and comply with the rules and regulations of the institution and society at large.	
N/A	1.4 Acquire knowledge related to business morality and ethics, and be able to handle ethical dilemma with integrity.	
	<b>2. Knowledge:</b>	<b>Expected Learning Outcomes:</b>
N/A	2.1 Acquire knowledge on and understand the important concepts in business management.	
●	2.2 Acquire knowledge on and understand the important social and science concepts related to business management.	<ul style="list-style-type: none"> <li>- Major social and science concepts related to business management shall be applied in reports or assignments.</li> </ul>
●	2.3 Acquire knowledge on and understand the important concepts related to business processes, planning,	<ul style="list-style-type: none"> <li>- Major operations management concepts shall be tested in midterm and final</li> </ul>

	corporate structures, operations, control, performance evaluation and contingency plan to suit the circumstances.	examinations.
●	2.4 Acquire the knowledge on academic advancement and professional development in business management including the understanding of the situational adaptability and its impacts on business.	- Analysis of real cases with poor operations shall be done in reports or assignments.
	<b>3. Intellectual Development:</b>	<b>Expected Learning Outcomes:</b>
N/A	3.1 Be able to search and process information and utilize various concepts appropriately in a given circumstance in order to obtain relevant information to benefit in the rapidly changing business environment.	
●	3.2 Be able to think systematically, rationally and creatively and to integrate knowledge from other disciplines to solve the problems in business and other settings.	- Analysis of real cases with poor operations shall be done in reports or assignments.
N/A	3.3 Be able to collectively propose solutions to problems at hand and analyze the impacts of the proposed solutions and be able to choose the solution that is appropriate to a given situation to ensure business competitive advantages.	
	<b>4. Interpersonal Skills and Responsibilities:</b>	<b>Expected Learning Outcomes:</b>
●	4.1 Be able to work in team, possess interpersonal skills and leadership skills, and be professionally adaptive to a given situation.	- Accomplish group assignments and group presentations with reasonable effort.  - Human relations and other social skills shall be gradually improved.
N/A	4.2 Be creative and constructively criticize to solve problem of the team.	
N/A	4.3 Be responsible in lifelong learning to develop self and professional career.	
	<b>5. Quantitative Analysis, Communication and Information Technology:</b>	<b>Expected Learning Outcomes:</b>
○	5.1 Be able to apply mathematics, statistics, quantitative analysis in analyzing and making decisions in business and daily life.	- Statistical and quantitative analysis shall take part in midterm and final examinations.
N/A	5.2 Be able to efficiently communicate in Thai and foreign languages that are relevant in doing business.	
●	5.3 Be able to explain the issues and make the issues clear in verbal or writing, and be able to choose the appropriate pattern of communication for different groups of audience both in business context and in other contexts.	- Well-organized structure of written reports or assignments shall be apparent.  - Professional presentation shall be proven and competitive in reports or assignments.
○	5.4 Be able to utilize the information technologies or	- Solutions and recommendations based on recent technologies shall be proposed in

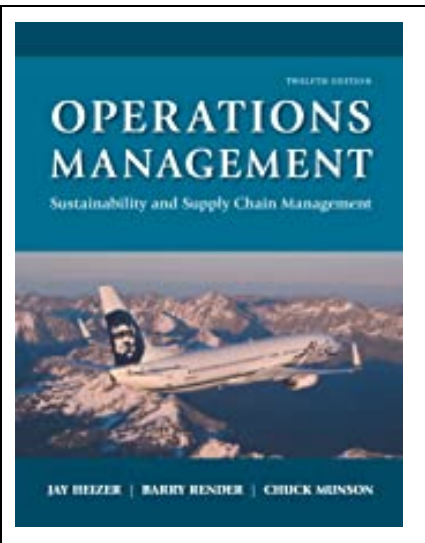
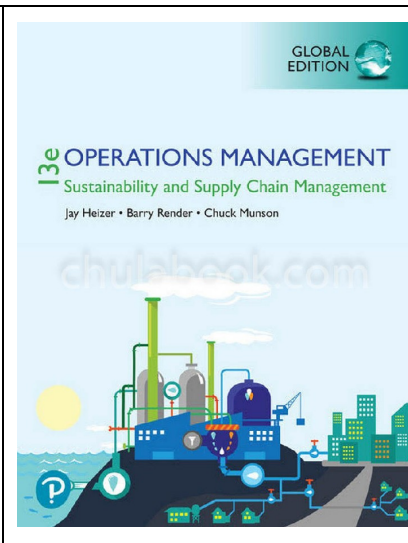
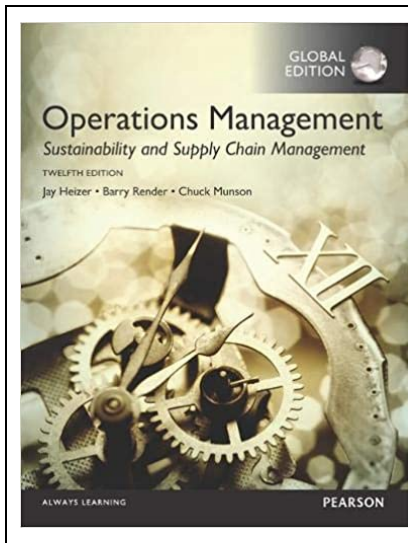
	others to support the business operations.	reports or assignments.
--	--	-------------------------

### Teaching Plans:

Week	Topic	Business Plan Competition
1	<b>Course Introduction</b> <ul style="list-style-type: none"> <li>• Course Syllabus</li> <li>• Learning Expectation</li> </ul> <b>Introduction to Operations Management (1/2)</b> <ul style="list-style-type: none"> <li>• Concepts of Operations Management</li> </ul>	Lecture & Discussion <b>Chapter 1</b>
2	<b>Introduction to Operations Management (2/2)</b> <ul style="list-style-type: none"> <li>• Importance of Productivity</li> <li>• Types of Productivity &amp; Calculation</li> </ul> <b>Operations Strategies for Sustainability (1/2)</b> <ul style="list-style-type: none"> <li>• Mission, Vision &amp; Core Competencies</li> <li>• Generic Operations Strategies</li> <li>• Instruction on Group Report #1: Strategy Formulation</li> </ul>	Lecture & Discussion <b>Chapter 1 &amp; 2</b>
3	<b>Operations Strategies for Sustainability (2/2)</b> <ul style="list-style-type: none"> <li>• Global Issues in Sustainability</li> <li>• Corporate Social Responsibility (CSR)</li> </ul> <b>Exercise on Productivity Calculation</b>	Lecture & Discussion <b>Chapter 2</b> Individual Assignment #1 (5%)
4	<b>Presentation of Group Report #1</b>	Presentation Group Report #1 (15%)
5	<b>Product and Service Design</b> <ul style="list-style-type: none"> <li>• Design of Product</li> <li>• Design of Service</li> <li>• Instruction on Group Report #2: Product &amp; Service Design</li> </ul>	Lecture & Discussion <b>Chapter 5</b>
6	<b>Process Design</b> <ul style="list-style-type: none"> <li>• Process Strategies</li> <li>• Facility Layout</li> <li>• Process Analysis and Design</li> <li>• Process Tools and Improvement</li> </ul>	Lecture & Presentation <b>Chapter 7</b>
7	<b>Presentation of Group Report #2</b>	Presentation Group Report #2 (15%)
8	<b>Quality Management (1/2)</b> <ul style="list-style-type: none"> <li>• Total Quality Management (TQM)</li> <li>• Cost of Quality</li> </ul>	Lecture & Discussion <b>Chapter 6</b>
9	<b>Quality Management (2/2)</b> <ul style="list-style-type: none"> <li>• Quality Improvement</li> </ul>	Lecture & Discussion <b>Chapter 6</b> Individual Assignment #2 (5%)
10	<b>Inventory Management (1/2)</b> <ul style="list-style-type: none"> <li>• Importance of Inventory</li> <li>• Models of inventory management</li> <li>• ABC Model</li> </ul>	Lecture & Discussion <b>Chapter 12</b>

<b>Week</b>	<b>Topic</b>	<b>Business Plan Competition</b>
	<ul style="list-style-type: none"> <li>Economic Order Quantity Model (EOQ)</li> </ul>	
11	<b>Inventory Management (2/2)</b> <ul style="list-style-type: none"> <li>Production Order Quantity Model (POQ)</li> <li>Quantity Discount Model</li> </ul>	Lecture & Discussion <b>Chapter 12</b> Group Assignment #3 (5%)
12	<b>Supply Chain Management</b> <ul style="list-style-type: none"> <li>Sourcing Strategy</li> <li>Supply Chain Risk</li> <li>Measuring Supply Chain Management</li> </ul>	Lecture & Discussion <b>Chapter 11</b>
13	<b>Project Management (1/2)</b> <ul style="list-style-type: none"> <li>Importance of Project Management</li> <li>Project Management Techniques: CPM</li> </ul>	Lecture & Discussion <b>Chapter 3</b>
14	<b>Project Management (2/2)</b> <ul style="list-style-type: none"> <li>Cost-Time Trade-Offs and Project Crashing</li> </ul>	Lecture & Discussion <b>Chapter 3</b> Group Assignment #4 (5%)
15	<b>Lean Operations</b> <ul style="list-style-type: none"> <li>Lean Concept</li> <li>Toyota Production System</li> <li>Small Lot Production and Reduction of Setup Time</li> </ul>	Lecture & Discussion <b>Chapter 16</b>

**Suggested Texts: Recent Editions**





# Course Syllabus

TU103 Life and Sustainability

Programs: BAS/BBA/BE/IAC/SPD Thammasat University (Tha Prachan)

## 2. Course Objective

This course provides an introduction to the importance of life-cycle systems perspectives in understanding major challenges and solutions to achieving more sustainable societies in this changing world. Students will learn about the relationship between mankind and the environment in the context of energy and resource use, consumption and development, and environmental constraints. Furthermore, an examination of social conflict and change from the life-cycle perspective will be used to develop an understanding of potential solution pathways for sustainable lifestyle modifications.

## 4. Expected Learning Outcomes

Morals and Ethics						Knowledge				Cognitive Skills				Interpersonal skills & responsibilities					Numerical, Communication and IT skills			
1	2	3	4	5	6	1	2	3	4	1	2	3	4	1	2	3	4	5	1	2	3	4
●	●	●	●	●	●	○	●	●	●	●	●	●	●	●	●	●	●	●	○	x	x	x

ทักษะอื่น ๆ (Other skills)	ทัศนคติอื่น ๆ (Other attitudes)
S1: Systematic thinking	A1 : Awareness for the public and awareness of the external impact that they may cause to society.
S2: Well-rounded thinking	A2 : Seeing that sustainability is near and one of the main reasons is the behavior of students in everyday life.

## 5. Grading Criteria:

Module	Participation	Quiz / Exam	Group work	Total (100%)
M1 (Week 1- Week 5)	-	15%	20%	35%
M2 (Week 6- Week 10)	16%	10%	9%	35%
M3 (Week 11- Week 15)	8%	12%	10%	30%

## 6. Reference Material:

Each module will provide reading material and worksheets. There is no text for the students to purchase.

## 7. Course plan:

Week	Date	Topic	Content
<b>Module M1: Economics, Social Science and Environment for Sustainability (5 Weeks)</b>			
1		Introduction to Sustainable Development	Course Introduction <i>Topic selection for group* assignment</i>
2		History of (Un)sustainable Development	Brief history of agrarian capitalism; Mercantilism; Colonization; Industrial revolution; Green revolution; Globalization
3		History of Sustainable Development, Sustainable Development Goals (SDGs)	Brief history of the United Nations; Millennium Development Goals; Paris Agreements; and the SDGs. <i>Quiz (5 points) &amp; Group assignment outline (5 points)</i>
4		Economic Aspect of Sustainable Development	Polluters pay principle; Payment for ecosystem service; Tax policy; Green society, and sufficient economy principle
5		Uneven Development and Inequality	Inequality issues focusing on Thailand <i>Final Quiz (10 points) &amp; Group Assignment (15 points, due 23-Feb)</i>
<b>Module M2: Built Environment and Sustainability (5 Weeks)</b>			
6		Built Environment: definition and Sustainability concept, Utopia	Sustainable Concept and ideal place <i>Participation (4 points)</i>
7		Built Environment: Resilient city.	Adaptive sustainable city <i>Participation (4 points)</i>
-		No class (midterm exam week)	
8		Built Environment: Community and participation	Sustainable community and neighborhood <i>Participation (4 points)</i>
9		Built Environment: Sustainable Architecture	Sustainable and green architecture <i>Participation (4 points)</i>
10		Sustainable Architecture case studies and Green building criteria	Promoting sustainable architecture <i>Exam in-class (10 points) &amp; Project due (9 points)</i>
<b>Module M3: Environmental Science (5 Weeks)</b>			
-			
11		Concept of life and sustainability	Scope and definition; Various types of sustainability; World population
12		Science related to sustainability	Ozone depletion; Climate change and global connectivity; Water scarcity
13		Personal consumption	Material life cycle (Story of stuff); Ecological footprint and carbon footprint; Consumption measurement and its environmental effect
14		Environmental protection engagement	Zero-waste life (Green consumerism); Public campaign; Change and inspiration; Learning Game
15		Project Module 1: Presentation	Thai footprint; inspiration project and module reflection

## 8. Class rules:

- Throughout the semester, all classes are conducted online using Microsoft Teams as the learning management system. Students are expected to join the class meeting via MS Teams meeting on time and actively participate in all class activities.
- Group will be assigned on a random basis.
- Quizzes will be conducted online. There will be no make-up quizzes. Absentee will be given a score of zero, except with valid reason(s). In this manner, the student must inform the instructor before the class via e-mail or, for medical reason(s), provide a medical certificate as soon as possible.
- If the student experience technical difficulty/ies while taking online quiz, the student must screenshot the error and contact the lecturer immediately.



# B.E. International Program

## Faculty of Economics, Thammasat University



---

### Tentative Course Syllabus

## TU 104 Critical Thinking, Reading and Writing

Semester 2/2018 (January 14 – May 12, 2019)

**Number of credits:** 3 credits (3-0-6)

**Lecture Venue:** TBA

### Course Description:

The ability to think critically is the foundation of all scholarship. This course is a broad introduction to the various methods of and interpretations of critical thinking with the goal of improving the analytical skills of the students. Areas of examination include logic and argumentation, rhetoric and debate, the scientific method, the psychology of critical thinking, and techniques of marketing and advertising.

### Course Objective:

To aid students in the development of skills to improve their critical thinking, or their ability to analyze and evaluate truth claims.

Special emphasis will be placed on four skills:

- 1) The ability to think independently and form your own opinions;
- 2) The ability to question and evaluate your own opinions and beliefs, regardless of where those beliefs came from;
- 3) The ability to make clear and logical arguments supported by reasons and evidence in both written and spoken form;
- 4) The ability to critically analyze arguments and evaluate their strengths and weaknesses, both in terms of logic and supporting evidence.

**Grading:**

Semester Project	30%
Presentation	25%
Student Debate	20%
Attendance and Participation	10%
Assignments and Classwork	<u>15%</u>
	100%

**Syllabus:**

No.	Hrs.	Topic
1	3	Course Overview Student Expectations “What is Critical Thinking?” “What is Argumentation?”
2	3	Introduction to Argumentation (samples of arguments)
3	3	The Art of Scientific Skepticism (viral videos, beliefs, superstitions) (1)
4	3	The Art of Scientific Skepticism (viral videos, beliefs, superstitions) (2)
5	3	Recognizing Underlying Assumptions
6	3	Ways of Reasoning
7	3	Arguing to Convince: Intro to Rhetoric and Debate
8	0	<i>Midterm period (no class)</i>
9	3	Student Debates
10	3	Evidence in Arguments Evaluating Evidence
11	3	Introduction to Consumer Awareness
12	3	Consumer Awareness Student Presentations
13	3	Psychology of Critical Thinking
14	3	Logical Fallacies
15	3	Fortuneteller Project Presentations (1)
16	3	Fortuneteller Project Presentations (2) Fortuneteller Project Discussion Course Wrap-up

**Texts:**

There is no single main text for the course, but several lectures are based on excerpts from the following books:

Cottrell, Stella. Critical Thinking Skills: Developing Effective Analysis and Argument (Palgrave MacMillan: 2011).

Vesterman, William. Reading and Writing Short Arguments, Second Edition. (Mayfield Publishing Company: 1997 and 1994).

## Tentative Course Outline

### TU 106: Creativity and Communication

**Prerequisite:** None

**Course Description:**

Creative thought processes, with critical thinking as an important part, as well as communication of these thoughts that lead to suitable results in social, cultural and environmental contexts, at personal, organisational and social levels.

**Course Objectives:**

The purpose of this course is for students to develop a coherent understanding in creativity and critical thinking. Students will also be able to communicate and interchange their ideas creatively.

**Recommended Text and Materials:**

1. Bono, E.D., Creativity Workout: 62 Exercises to Unlock Your Most Creative Ideas.
2. Pope, R., (2005), Creativity: Theory, History, Practice, Oxon: Routledge

**Course Evaluation:**

Attendance	10%
Class Activities	20%
Design Thinking	20%
Project	40%
Final Examination	10%

\*Score proportion might be justified due to the variants of situation

**Class Attendance:**

- Students who miss more than 13 hours of class but less than 22 hours must seek instructor's approval for eligibility to take the final exams and approval by the dean. The dean's decision is considered final.
- Students who miss more than 22 hours of class are NOT eligible to take the final exams and results in course failure.
- Feigning other student signatures or failure to attend class after signing in results different level of penalty imposed.
  - Level 1 penalty: First time rule breakers will be considered as "Absent" for that actual class time. And a warning letter issued to first-time rule breakers.
  - Level 2 penalty: Second time rule breakers receive an "F" for the course and will not be considered for BBA scholarships, exchange student programs and other awards.
  - Level 3 penalty: Third-time rule breakers are given one semester of class suspension.

**Course Schedule:**

<b>Session/ Date &amp; Time</b>	<b>Topics</b>	<b>Activities/ Text &amp; Materials/ Media</b>	<b>Lecturer</b>	<b>Remark</b>
#1	Course Introduction	Game/ Case Study/ Discussion		
#2	Creative Workshop 1	Game/ Case Study/ Discussion		
#3	Creative Workshop 2	Game/ Case Study/ Discussion		

#4	Creative Workshop 3	Game/ Case Study/ Discussion		
#5	Creative Workshop 4	Game/ Case Study/ Discussion		
#6	Creative Workshop 5	Game/Case Study/Discussion		
#7	Creative Workshop 6	Game/Case Study/ Discussion		
#8	Design Thinking 1	Lecture / Case Study / Demonstration		
#9	Design Thinking 2	Workshop		
#10	Design Thinking 3	Workshop		
#11	Design Thinking 4	Presentation		
#12	Project 1	Workshop/Consult		
#13	Project 2	Workshop/Consult		
#14	Project 3	Workshop/Consult		
#15	Project 4	Workshop/Consult		
TBA	<b>Final Examination</b>			

\* Topics might be justified due to the variants of situation



### Tentative Course Outline

#### TU116: MAN AND ARTS: VISUAL ART, MUSIC, AND PERFORMING ARTS

Credits 3(3-0-6)

**Thammasat University, General Education Program,**

**Course Description:** This course is a study of art in relations to its function and development of people, society and environment by focusing on, music, visual arts, and performing arts. It explores how socio-political and cultural context have an impact on global, local, and individual perceptions and philosophy, which in turn shape the creative works of arts. This course also aims to raise student's appreciation for the arts.

**Course Objectives :** Students will....

- 1) Increase the basic knowledge and awareness of how cultures, and socio-political context have an impact on global, local, and individual perceptions, which in turn shape the creative works of arts.
- 2) Gain appreciation for various art forms (visual art, music, performing arts(theatre))
- 3) Understand the essential roles of music, visual art, performing arts in the human experience.

**Class Format:**

This course covers four different fields of art: Music, Visual art, and Performing Arts (theatre). Each field will be taught by a field's specialist through different methods of teaching range from lecture, discussion, class assignment, to activity. **Each instructor will be responsible for the student's learning outcome (scores) through project-based assignment, test or examination.** Student shall pay close attention to each instructor's assignments.

**Classroom Decorum:** In order to facilitate a pleasant learning experience, mutual respect, mutual attention, and decorum are necessary:

- Turn off your mobile phones or other devices that might be distracting to the class.
- Be on time to class.
- Do your assignments (such as reading, attending events, writing papers, etc.).
- Turn in assignments on time.
- Attend class regularly. Maximum - 3 absences are allowed in this course ( 1 absence is allowed for 1 instructor).
- Be aware that dishonesty/ cheating/plagiarism (copying works from others) will not be tolerated
- There will be no make-up examination if you are absent on the day of the exam. You will not get a grade for that part of the course.

## Teaching Materials and Resources:

### Required Textbooks and/or readings: PDF Files/ Sheets

For PDF Files of certain reading assignments, as told by specific instructor, please download from the MS Team (or MOODLE page).

Certain reading Packets might be available for copy making at the B.E. Xerox shop. If assigned, please make sure that you obtain the reading packet **before** attending class.

### Visual Arts:

Sachant, Pamela and Peggy Blood. **Introduction to Art: Design, Context, and Meaning**. University of North Georgia Press, 2016. (PDF)

**Music:** "Art of Modern Classical Music" (PDF)

**Performing Arts:** Arnold, Stephanie. **The Creative Spirit: An Introduction to Theatre**. Mountain View, Mayfield Publishing, 2001-2014, 6<sup>th</sup> Edition.

### Suggested Readings :

**The AB Guide to Music Theory Part 1 by Eric Taylor (ABRSM)**

**30,000 Years of Art : the Story of Human Creativity across Time and Space**. London ; New York :Phaidon, 2007.

Gombrich, E. H. **The Story of Art**. New York: Phaidon Publishers; distributed by Oxford University Press,1966.

Kamien, Roger. **Music, An appreciation** 12th ed. McGraw-Hill Education, 2018.

Moretti, Dan & Matthew Nicholl & Oscar. **Essential Grooves**. Stagnaro Sher Music Co.

Fischer-Lichte, Erica. **The Routledge Introduction to Theatre and Performance Studies 1st Edition**.

Wilson, Edwin. **The Theatre Experience**. (14th Edition.) McGraw Hill, 2019.

โกวิทย์ ชันธศิริ. ดุริยางคศิลป์ตะวันตก (เบื้องต้น) สำนักพิมพ์จุฬาลงกรณ์มหาวิทยาลัย.

รศ.ดร.ณรุทธ์ สุทธจิตต์. สังคีตนิยม: ความซาบซึ้งในดนตรีตะวันตก.พิมพ์ครั้งที่ 11. กรุงเทพฯ: สำนักพิมพ์จุฬาฯ, 2018.

**\*\* Each instructor will be responsible for student's attendance, participation, and examination for each field.**

**\*\* Student should do a teaching evaluation for each instructor separately.**

Part Evaluation	Percentage (%)	Attendance, Assignments, Quizzes, Exam
Visual arts	30	
Music	30	
Performing Arts (Theatre)	40	

<b>Total</b>	<b>100</b>	
--------------	------------	--

**Grade Scale:**

<b>Score</b>	<b>Grade</b>
<b>90-100</b>	<b>A</b>
<b>86-89</b>	<b>B+</b>
<b>80-85</b>	<b>B</b>
<b>76-79</b>	<b>C+</b>
<b>70-75</b>	<b>C</b>
<b>66-69</b>	<b>D+</b>
<b>60-65</b>	<b>D</b>
<b>0-59</b>	<b>F</b>

**Tentative Class Contents, Activities and Assignments**

\*\*For Instructor: There will be a PC , Screen and Projector, Wifi provided in the classroom.

<b>Week</b>	<b>Content/Activity</b>	<b>Assignment Due:</b>	<b>Sources</b>
1	<ul style="list-style-type: none"> <li>• <b>Intro to TU 116, agreements, attendance and marking criteria</b></li> </ul> <p><b>Chapter 1:</b>            What is Art ?            What is Visual Art?            Who is Considered an Artist? What Does It Mean to Be An Artist? The Role of the Viewer ?</p>	<b>Reading Due</b> p.1 -25	<b>For Visual Art Section:</b> Book on PDF: <b>Introduction to Art: Design, Context, and Meaning</b>
2	<p><b>Definitions of Art</b>  <b>History of Art:</b> Hellenistic to Roman</p>		
3	<p><b>History of Art: From</b>            Medieval to Renaissance</p>	<b>Assignment #1 Essay Due:</b>	
4	<ul style="list-style-type: none"> <li>• Introduction to Modern Classical Music (Archarn Tan)</li> </ul>		<b>For Music Section</b> PDF

Week	Content/Activity	Assignment Due:	Sources
	-Foundation of knowledge and vocabulary for discussing and analyzing musical expressions.		"Art of Modern Classical Music"
5	<ul style="list-style-type: none"> <li>•The Orchestra &amp; Musical Instruments</li> <li>-Voices in music, the role of a conductor in the orchestra</li> </ul>	Short essay on the student's favorite kind of music and how it express their personality.	
6	<ul style="list-style-type: none"> <li>•The Planets</li> <li>- Program Music by listening to Gustav Holst's The Planet and discuss each of the musical piece in the series</li> </ul>	<b>QUIZZ: Musical Instruments (10 pts),</b> 1-Page Essay on one's vision on classical piece provided by the instructor.	
7	<ul style="list-style-type: none"> <li>• Worlds Music History</li> <li>-World Music and learn their different elements and origins</li> </ul>		
	<b>No Class Midterm Week</b>	<b>Midterm Exam on Visual Arts Chapter 1-2 &amp; Midterm Essay on Music Part</b>	
8	<b>Chapter 2:</b> 2-D, 3-D, 4-D Art Modern and Contemporary Art	<b>Reading Due:</b> p. 32-49	
9	Impulse to Perform: from Personal, Community, Ritual, to Professional	<b>Reading Due:</b> The Creative Spirit : p.3-16	<b>For Theatre Arts Section: PDF: The Creative Spirit</b>
10	Theatre and Society: Theatre as Social Force: Greek Theatre	<b>Reading Due:</b> Chapter 2: Theatre and Society, p.19 - 46	Please attend 1 performance by Week 15, <b>or by May 17</b> and write one play critique. See Guidelines on how to write it

Week	Content/Activity	Assignment Due:	Sources
	Substitution for King Chulalongkorn Day No Class		
11	Theatre and Society Attending a theatre production.	<b>Reading Due:</b> Chapter 2: Theatre and Society, p.40-46	
12	Theatre as : Mirror to Society, and Social Change	<b>Reading Due:</b> p. 51-55, Chapter 11 p.349-368	
13	Modern Theatre: Death of a Salesman  Contemporary Theatre in Thailand	<b>Quiz Play:</b> <i>Death of a Salesman</i>	
14	Special Topic: Theatre / Film Criticism	<b>Essay Play/Film Critique Due</b>	
15	<b>Final Exam (Visual Arts and Performing Arts Only),</b>		

### Writing Guidelines:

#### Theatre Performance / Film Critique (2.5-3 pages, typed, Font Type Calibri 12) Guidelines:

- 1) Give a title to your paper. Type your name and student ID on the top of the page.
- 2) State the important facts : title of the performance, performance venue, date and time, Key Artists: Director, Playwright/Script Writer, 2-3 Main actors as Main Characters
- 3) Summarize the whole story within 4-5 lines, or 1 paragraph (Synopsis). What is the play/film about ?
- 4) Pick only 2 elements from the performance you want to discuss, or comment on such as:  
 Play Writing (well-written, well-thought out, logical within the world of the play),  
 Acting (Pick key actors to focus on, acting out characters effectively or not, acting believability , characterization, diction, physical expression, interaction with others, etc.),  
 Directing (well-cast, poorly cast, interpretation of the script, unity of the show through acting, design, sound, total atmosphere, ensemble quality (team work unity), professionalism, etc.)  
 Designing (well thought out, gives underlining meaning, support not hinder the actors, provide good imagination, etc.)  
 All of the above aspects of theatre need to prove with examples to support your arguments on the paper.
- 5) Summarize your total experience. What did you learn about this experience of watching this artistic expression ? What are the key messages from the play/film ? Why do you think that these messages matter to the modern day audiences?

- 6) Always plan your writing, have a main idea, supporting ideas, and evidences to your ideas. It is important that you write well and proofread your paper before submission.

**Plagiarism (copying works from others) will not be tolerated.**

## **Tentative Course Outline**

### **TU122 Law in Everyday Life**

**Number of credits:** 3 credits (3-0-6)

**Prerequisite:** None

**Course Description:**

To study general aspects of law as correct patterns of human conduct in society. To equip learners with basic principles of public law (rules of law), and its values which are associated with citizens' moral core. To provide basic knowledge in public law and private law, involving the issues of rights and duties, dispute settlement, Thai Justice procedures, the usage and interpretation of law principles, with an emphasis on case studies in our daily lives.

**Course Objectives:**

This course is aimed at providing students with basic knowledge of various areas of law, mainly private law, public law and criminal law, which are involved in everyday life. The students are expected to be able to identify legal issues and understand legal arguments.

**Main Texts:**

Raymond Wacks, *Law: A Very Short Introduction* (OUP 2008)  
Michael Doyle, *Doyle's Practical Guide to Thailand's Business Law* (Seri, Manop & Dolye Ltd 2009)

**Required readings/ course materials:**

Required reading will be uploaded to the BE website or distributed in class on a weekly basis.

**Suggested readings:**

Twekiat Menakanit, *General Principles of Criminal Law* (Faculty of Law Thammasat University 2014)  
Andrew Harding and Peter Leyland, *Constitutional System of Thailand: A Contextual Analysis* (Hart Publishing 2011)

**Grading:**

Midterm Examination	30%
Final Examination	40%
Assignment	20%
Attendance	10%
<b>Total</b>	<hr/> <b>100%</b> <hr/>

### Tentative class schedule

<b>Session/Date &amp; Time</b>	<b>Topics</b>	<b>Activities/ Text &amp; Materials/ Media</b>
#1:	Introduction to Thai law	Lecture / discussion
#2:	Introduction to Thai law & Classification of Private Law Rights (1)	Lecture / discussion
#3:	Classification of Private Law Rights (2)	Lecture / discussion
#4:	Formation of Contract, Validity of Contract, and Breach of Contract (1)	Lecture / discussion
#5:	Formation of Contract, Validity of Contract, and Breach of Contract (2)	Lecture / discussion
#6:	Formation of Contract, Validity of Contract, and Breach of Contract (3)	Lecture / discussion
#7:	Formation of Contract, Validity of Contract, and Breach of Contract (4)	Lecture / discussion
	<b>Mid-Term Examination (TBA)</b>	
#8:	Juristic Persons (1)	Lecture / discussion
#9:	Juristic Persons (2)	Lecture / discussion
#10:	Tort Law (1)	Lecture / discussion
#11:	Tort Law (2)	Lecture / discussion
#12:	Criminal Law and Criminal Offences (1)	Lecture / discussion
#13:	Criminal Law and Criminal Offences (2)	Lecture / discussion
#14:	Criminal Law and Criminal Offences (3)	Lecture / discussion
#15:	Criminal Law and Criminal Offences (4)	Lecture / discussion
	<b>Final Examination (TBA)</b>	

### CONTACT INFORMATION

BE International Program, Faculty of Economics, Thammasat University

Address: 2 Prachan Road, Pranakorn, Bangkok 10200 Thailand

Tel: +66 (0)2613 2437-8

Fax: +66 (0)2224 0150

Email: [be@econ.tu.ac.th](mailto:be@econ.tu.ac.th)

Website: [www.be.econ.tu.ac.th](http://www.be.econ.tu.ac.th)

BE-Moodle: <http://bemoodle.econ.tu.ac.th/>