



Course Description

School/Faculty/Department: Rangsit University International College

Program: General Education

Academic Year: 2568

1. General Information

ENL/ILE125

3 (3-0-6)

English for Global Exploration

Co-requisite

-

course(s)

Pre-requisite

-

course(s)

Semester

S/2568

Section

900, 901, 902

Curriculum

☐

Preparatory Courses

☒

General Education Courses

☐

Specialized Core Courses

☐

Free Elective Courses

Responsible faculty
member

Dr. Edward Devere Bacon

Full-time

Lecturer

Instructors

Dr. Edward Devere Bacon

☒

Full-time

Lecturers

Ajarn Manisha Sachdev

Ajarn David Robert De Young

☐

Guest

Lecturers

Place of study

☒

Onsite

☐

Off-site

Date of preparation

June 1, 2025

2. Course Objectives and Components

1. Learning objectives

- 1) Understand the importance of cultural intelligence in today's globalized workforce.
- 2) Develop strategies for building trust and rapport with individuals from different cultural backgrounds.
- 3) Learn techniques for resolving conflicts and overcoming challenges in cross-cultural.

2. Course description

This course explores the dynamics of cross-cultural communication and collaboration in professional settings, with a focus on providing practical knowledge for working with foreigners. Through theoretical frameworks, case studies, and practical exercises, students will develop the skills needed to navigate cultural differences effectively and work productively with individuals from diverse backgrounds, including an emphasis on understanding specific considerations for Thai individuals working domestically or abroad.

3. Number of weekly hours for advising and academic counseling for individual students.

.....3.....hours/week

- ☐ e-mail:.....
- ☐ Facebook:.....
- ☐ Line:.....
- ☒ Other Specify: In-person

4. Course Learning Outcomes (CLOs):

- 1) Understand the importance of cultural intelligence in today's globalized workforce by recognizing cultural differences in communication styles, values, and behaviors.
- 2) Develop strategies for building trust and rapport with individuals from different cultural backgrounds.
- 3) Learn techniques for resolving conflicts and overcoming challenges in cross-cultural interaction and enhance intercultural competence to succeed in diverse cultural environments.

3. Student Learning Outcomes

Development of subject learning outcomes following the desired learning standards for each domain is as follows:

1. Knowledge

PLOs	Course Learning Outcomes (CLOs)	Teaching methods	Assessment methods
1.1	Demonstrate an understanding of how English serves as a lingua franca in multicultural contexts by engaging with historical and cultural case studies from around the world.	<ul style="list-style-type: none"> ➤ Interactive lectures on global case studies (e.g., Roanoke, Taj Mahal, Angkor Wat) ➤ Writing assignments interpreting global mysteries through students' academic majors 	<ul style="list-style-type: none"> ➤ Graded writing assignments reflecting understanding of course themes ➤ Final exams assessing comprehension of cultural contexts
1.2	Identify key features of intercultural communication and critically evaluate their relevance to global professional environments.	<ul style="list-style-type: none"> ➤ Group presentations comparing human-written and AI-generated essays ➤ PAL Centre participation to foster intercultural reflection 	<ul style="list-style-type: none"> ➤ Peer-reviewed presentation assessments focusing on intercultural awareness

2. Skills

PLOs	Course Learning Outcomes (CLOs)	Teaching methods	Assessment methods
2.1	Able to think analytically to identify causes and solve problems correctly.	<ul style="list-style-type: none"> ➤ Use of IELTS writing tasks that require critical analysis and logical structuring of arguments ➤ Group discussions and peer comparisons of human vs. AI writing ➤ Flipped classroom activities involving 	<ul style="list-style-type: none"> ➤ Evaluation of IELTS Task 2 writing assignments based on clarity of reasoning and originality ➤ Group presentation scores focusing on depth of comparison and critical evaluation ➤ Final exam including problem-solving

		real-world case analysis	questions
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3. Ethics

PLOs	Course Learning Outcomes (CLOs)	Teaching methods	Assessment methods
3.1	Have orderliness, discipline, punctuality, and responsibility towards oneself and society. Work together with others.	<ul style="list-style-type: none"> ➤ Promote punctuality through assignment deadlines and attendance policies ➤ Facilitate group projects to encourage teamwork and shared responsibility ➤ Reinforce academic integrity and respect during class presentations and PAL mentoring 	<ul style="list-style-type: none"> ➤ Monitor on-time submission of assignments and class participation ➤ Evaluate students' cooperation and contribution during group work and PAL sessions ➤ Observe classroom behavior to assess ethical conduct and mutual respect

4. Characteristics

PLOs	Course Learning Outcomes (CLOs)	Teaching methods	Assessment methods
4.1	Take responsibility for assigned tasks.	<ul style="list-style-type: none"> ➤ Assign group and individual tasks with clear deadlines and expectations ➤ Encourage leadership and initiative during peer-led sessions at the RSU PAL Centre ➤ Provide formative feedback to promote self-reflection and accountability 	<ul style="list-style-type: none"> ➤ Evaluate task completion and timeliness for writing assignments and group projects ➤ Observe student behavior during PAL mentoring and group activities ➤ Grade based on demonstrated initiative, responsibility, and consistent contribution

4. Course Planning and Assessment

1. Course planning

Class	Topics/Details	Learning Activities/Media	Hours	Instructor Team
1	Course introduction, Roanoke mystery, RSU PAL pretest	Lecture, group discussion, AI comparison task	3	Dr. Edward Devere Bacon & Team
2	Taj Mahal, IELTS Writing Task 1; Homework #1	Lecture, group presentations	3	Dr. Edward Devere Bacon & Team
3	Lost City of Z, IELTS Opinion Essays; Homework #2	Group analysis, writing practice	3	Dr. Edward Devere Bacon & Team
4	In Love with English event	Interactive English festival	3	All instructors
5	The Sphinx, IELTS Advantage/Disadvantage Essays I	Lecture, peer feedback	3	Dr. Edward Devere Bacon & Team
6	Oak Island, IELTS Adv/Disadv Essays II; Homework #3	Lecture, group presentations	3	Dr. Edward Devere Bacon & Team
7	Stonehenge, IELTS Problem-Solution Essays I	Lecture, group presentations	3	Dr. Edward Devere Bacon & Team
8	Nazi Gold Train, IELTS Problem-Solution Essays II; Homework #4	Lecture, group presentations	3	Dr. Edward Devere Bacon & Team
9	Amber Room, IELTS Discussion Essays I	Lecture, group presentations	3	Dr. Edward Devere Bacon & Team
10	Angkor Wat, IELTS Discussion Essays II; Homework #5	Lecture, group presentations	3	Dr. Edward Devere Bacon & Team
11	Gobekli Tepe, IELTS Two-Part Question Essays I	Lecture, group presentations	3	Dr. Edward Devere Bacon & Team
12	Ark of the Covenant, IELTS Two-Part Question Essays II; Homework #6	Lecture, group presentations	3	Dr. Edward Devere Bacon & Team

Class	Topics/Details	Learning Activities/Media	Hours	Instructor Team
13	Dhammazedi Bell, IELTS Writing Review	Lecture, group presentations	3	Dr. Edward Devere Bacon & Team
14	RSU PAL Posttest, Final Exam	Assessment session	3	Dr. Edward Devere Bacon & Team
Total			45	

2. Assessment

Activity	Learning Outcome	Assessment Method	Assessment Week
1.1, 1.2	Homework assignments Final exams	2, 3, 6, 8, 10, 12 14	30% 40%
2.1	Class attendance, participation, discussion, offering opinions in class, quizzes	Throughout the semester	15%
1.1, 1.2, 2.1, 3.1, 4.1	RSU PAL Centre	2-12	15%

3. The alignment of Course Learning Outcomes (CLOs) with learning results.

CLOs	1. Knowledge		2. Skills		3. Ethics		4. Characteristics	
	1.1	1.2	2.1	2.2	3.1	3.2	4.1	4.2
CLO1: Demonstrate an understanding of how English serves as a lingua franca in multicultural contexts by engaging with historical and cultural case studies from around the world.	✓							
CLO 2: Identify key features of intercultural communication and critically evaluate their relevance to global professional environments.		✓	✓					
CLO3: Apply knowledge of IELTS	✓		✓					

writing conventions to produce structured essays that reflect awareness of audience, purpose, and global perspectives.								
CLO4: Participate ethically and responsibly in peer-led learning environments such as the RSU PAL Centre, demonstrating discipline and collaboration.							✓	✓
CLO5: Complete individual and group tasks with consistency, initiative, and accountability.						✓	✓	✓

5. Course Resources

1. Main textbooks and documents

Bacon, Edward D. (Unpublished). English for Global Exploration: Uncovering World Mysteries Using English as a Lingua Franca

2. Essential documents and information

The content of PowerPoint presentations and video clips will be given to the students in class.

3. Recommended documents and information

ENL 125 Class Moodle

6. Course Feedback and Improvement

1. Course evaluation by students

- ☒ Student evaluation of teaching effectiveness
- ☐ Course evaluation form
- ☒ Group discussions between instructors and learners
- ☐ Reflections based on learners' behavior
- ☐ Suggestions through online channels prepared by the instructor for communication with students
- ☐ Others (please specify)

2. Other methods of course evaluation

- ☒ Instructor evaluation form
- ☐ Reflected by students

- ☒ Exam results
- ☐ Review of the assessment of learning outcomes
- ☐ Evaluation by the academic standards oversight committee
- ☐ Observation of teaching by the teaching team members
- ☐ Others (please specify)

3. Course development and improvement

- ☒ Seminar on teaching management
- ☒ Research inside and outside the classroom
- ☐ Others (please specify)

4. The process of reviewing students' learning outcomes for a course.

- ☒ Committees are established in the department to review students' learning outcomes by examining exam reports, grading methods, and behavioral assessments.
- ☐ Review of grading for student work by the department and faculty committee.
- ☐ Review of grading based on random inspections of student work by instructors or other qualified individuals who are not regular course instructors.
- ☐ Others (please specify)

5. Course revision and development plan

- ☐ Revise the course annually based on suggestions and the review results per section 4.
- ☒ Revise the course annually based on the instructor evaluation results by students.
- ☐ Others (please specify)