

**ASSUMPTION UNIVERSITY**  
**FACULTY OF ARTS**  
**DEPARTMENT OF ENGLISH FOR INTERNATIONAL BUSINESS**  
**COURSE OUTLINE 1/2025**

Course: EN3214 Fundamental Writing Development  
EIB2103 Writing Skill Development  
Credits: 3  
Status: Major Requirement  
Prerequisite: ELE2000 Academic English (EN3214)  
ELE1002 Communicative English II (EIB2103)  
Lecturers: A. Rutjanee Ratanapinyopong and A. Jitravadee Singhaniyom  
Sections: 401 – 405

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**Course Description:**

Effective writing skill development, language structure improvement and basic conventions of academic writing in business contexts

**Course Objectives:**

This course aims to

1. teach students to write effectively in different types of academic and business-related essays.
2. help students understand various grammatical structures.
3. help students develop vocabulary learning.
4. allow students to apply referencing conventions in academic writing to their essays to avoid plagiarism.

**Learning outcomes:** Students will be able to

1. apply appropriate structures and organizations of different types of academic and business-related essays.
2. understand various grammatical structures.
3. extend vocabulary knowledge.
4. implement referencing conventions in academic writing to their essays to avoid plagiarism.

**Teaching – Learning Activities**

1. Lecture
2. Discussions
3. Assignments

**Course Requirements:**

80% Attendance (The maximum number of absences allowed is 6 periods.)  
Class participation  
Punctuality  
Quiz  
Mid-term exam  
Final exam

Mark Allocation:

Mid-term Exam	200 marks	(20%)
Final Exam	300 marks	(30%)
Quiz	100 marks	(10%)
Assignments, Online Practice and Participation	400 marks	(40%)
TOTAL	1,000 marks	(100%)

Standard Grading System

A	85-100%	A-	82-84%	B+	79-81%	B	75-78%	B-	72-74%
C+	69-71%	C	65-68%	C-	62-64%	D	50-61%	F	0-49%

Textbook:

Bauer, J., Boyle, M. S., Stapleton, S., & Asplin, W. (2022). *Final draft 2*. Cambridge University Press.

Study Plan and Contents

Week (Session)	Contents
1 (1)	Introduction to the course
1 (2)	<b>Unit 1: Paragraphs (1)</b> 1. Vocabulary -Academic vocabulary -Academic collocations 2. Models -Writing in the real world: “Exercise for the Brain”
2 (1)	<b>Unit 1: Paragraphs (2)</b> 2. Models (continued) -Student Model: “Memory Techniques” 3. Paragraphs: Topic Sentence, Supporting Sentences and Concluding Sentence
2 (2)	<b>Unit 1: Paragraphs (3)</b> 4. Writing skills and Grammar for Writing
3 (1)	<b>Unit 2: Essential Features of Effective Writing (1)</b> 1. Vocabulary -Academic vocabulary -Academic phrases 2. Models -Writing in the real world: “Body Language in Translation”
3 (2)	<b>Unit 2: Essential Features of Effective Writing (2)</b> 2. Models (continued) -Student Model: “The Behavior of Sports Fans” 3. Coherence and Transitions
4 (1)	<b>Unit 2: Essential Features of Effective Writing (3)</b> 4. Writing skills and Grammar for Writing
4 (2)	<b>Unit 3: Descriptive Paragraphs (1)</b> 1. Vocabulary -Academic vocabulary -Academic collocations 2. Models -Writing in the real world: “Melting Pot or Salad Bowl ... or Chocolate Fondue?”
5 (1)	<b>Unit 3: Descriptive Paragraphs (2)</b> 2. Models (continued) -Student Model: “The Importance of <i>El Grito de Delores</i> ”

	3. Descriptive Paragraphs: Types of Descriptive Details
5 (2)	<b>Unit 3: Descriptive Paragraphs (3)</b> 4. Writing skills, Grammar for Writing and <a href="#">Assignment 1: Descriptive Paragraph (25 marks)</a>
6 (1)	<b>Unit 4: Definition Paragraphs (1)</b> 1. Vocabulary -Academic vocabulary -Academic phrases 2. Models -Writing in the real world: “Workplace Tips for the 21 <sup>st</sup> Century Worker”
6 (2)	<b>Unit 4: Definition Paragraphs (2)</b> 2. Models (continued) -Student Model: “Definition of a Team Player” 3. Definition Paragraphs -Topic Sentences for Definition Paragraphs -Supporting Sentences for Definition Paragraphs
7 (1)	<b>Unit 4: Definition Paragraphs (3)</b> 4. Writing skills, Grammar for Writing and <a href="#">Assignment 2: Definition Paragraph (25 marks)</a>
7 (2)	<b>Writing Skill Interactive 1</b>
8 (1)	<b>Writing Skill Interactive 2</b>
8 (2)	<b>Review for Midterm exam</b>
	<i>Midterm exam: July 31, 2025 (9.00-11.00 hrs.)</i>
9 (1)	<b>Unit 5: Opinion Essays (1)</b> 1. Vocabulary -Academic vocabulary -Academic collocations 2. Models -Writing in the real world: “This Math Teacher Wants More Classes in the Arts”
9 (2)	<b>Unit 5: Opinion Essays (2)</b> 2. Models (continued) -Student Model: “High School Students Do Not Need the Arts” 3. From Paragraph to Essay
10 (1)	<b>Unit 5: Opinion Essays (3)</b> 4. Writing Skills and Grammar for Writing
10 (2)	<b>Unit 5: Opinion Essays (4)</b> <a href="#">Assignment 3: Opinion Essay (50 marks)</a>
11 (1)	<b>Unit 7: Process Essays (1)</b> 1. Vocabulary -Academic vocabulary -Academic collocations 2. Models -Writing in the real world: “Doctors without Borders”
11 (2)	<b>Unit 7: Process Essays (2)</b> 2. Models (continued) -Student Model: “Paper Bead Jewelry” 3. Process Essay Organization
12 (1)	<b>Unit 7: Process Essays (3)</b> 4. Writing Skills and Grammar for Writing
12 (2)	<b>Unit 7: Process Essays (4)</b> <a href="#">Assignment 4: Process Essay (50 marks)</a>
13 (1)	<b>Unit 6: Classification Essays (1)</b> 1. Vocabulary -Academic vocabulary -Academic phrases 2. Models -Writing in the real world: “Eat Healthy the Chinese Way”
13 (2)	<b>Unit 6: Classification Essays (2)</b> 2. Models (continued) -Student Model: “Three Places to Find Healthy Food”

	3. Classification Essay Organization
14 (1)	<b>Unit 6: Classification Essays (3)</b> 4. Writing Skills and Grammar for Writing
14 (2)	<b>Unit 6: Classification Essays (4)</b> <a href="#">Assignment 5: Classification Essay (Group work, 100 marks)</a>
15 (1)	<b>Avoiding Plagiarism Unit 1-7</b>
15 (2)	<b>Avoiding Plagiarism Unit 8 and Review for Final exam</b>
	<i>Final Exam: October 2, 2025 (9.00-12.00 hrs.)</i>

September 19, 2025 is the last day to withdraw with “W” (withdrawing after this date will be given “WF”).

**Au VISION 2000**

Assumption University of Thailand envisions itself as:

- an international community of scholars,
- enlivened by Christian inspiration,
- engaged in the pursuit of Truth and Knowledge,
- serving human society, especially through the creative use of interdisciplinary approaches and cyber technology.

**ENVISIONING Au GRADUATES**

Assumption University of Thailand envisions its graduates as:

- healthy and open-minded persons, characterized by personal integrity, an independent mind, and positive thinking,
- professionally competent, willing to exercise responsible leadership for economic progress in a just society,
- able to communicate effectively with people from other nations and to participate in globalization.

**AU MISSION**

Assumption University, an International Catholic University, is committed to be the light that leads learners and its stakeholders from all parts of the world towards wisdom, Truth, and Christian values and to discover “Treasure Within” themselves. Via effective teaching and research pedagogies of international standards as well as community engagement, the University aims to form individuals to be intellectually competent, morally sound, and spiritually enriching, accountable, righteous, and service-minded citizens; excelling in serving communities comprising of diverse cultures.

**Au UNIQUENESS**

“An International Catholic University”

**Au IDENTITY**

- Ethics
- English Proficiency
- Entrepreneurial Spirit

**THEODORE MARIA SCHOOL OF ARTS**  
**([www.arts.au.edu](http://www.arts.au.edu))**  
**VISION AND MISSION**

**Vision**

An international community of business communicators in Thailand

**Mission**

Theodore Maria School of Arts will ensure that: the School will...

1. Enhance business language skills
2. Promote cultural awareness

3. Foster academic networking
4. Encourage ethical standards and practices

### **TAGLINE**

เติมเต็มศิลป์ภาษาพัฒนาศาสตร์ธุรกิจ

**Language Education, Business Inspiration**

### **ARTS ORGANIZATIONAL CULTURE: More than faculty, we are family**

- Open communication
- Mentoring system
- Dedication
- Caring
- Teamwork
- Commitment
- Resource sharing

### **Core Values**

A = Adaptability  
R = Responsibility  
T = Togetherness  
S = Sustainability

### **Core Competencies**

Employability  
Multiculturalism  
Internationalization

### **Quality Assurance Process**

Students should understand and apply the Quality Assurance Process in their study. The Plan-Do-Check-Act Cycle (PDCA) provides an easy but effective approach for problem solving and managing change, ensuring that ideas are appropriately tested before the full implementation. It can be used in all sorts of situations and can be clarified as follows:

**Plan:** Define the current problem, process, and issue and establish objectives and processes required to deliver the desired results.

**Do:** Implement the plans and new processes developed.

**Check:** Monitor and evaluate the implemented process by testing the results against the predetermined objectives.

**Act:** Apply actions necessary for improvement if the results require changes.

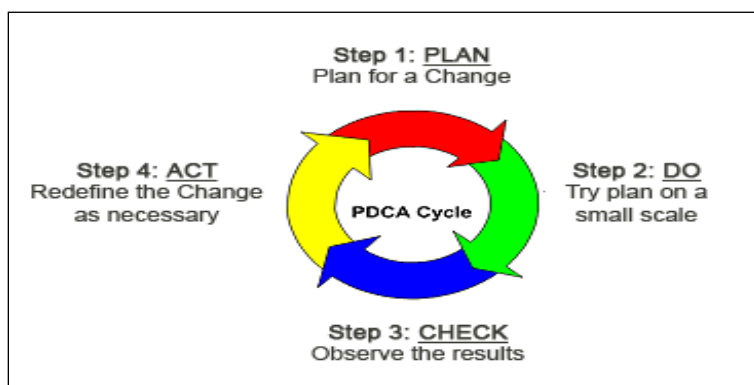


Figure 1: PDCA Cycle (<http://www.swopehealth.org>)

### **Plagiarism**

Plagiarism is a serious academic offence, a serious breach of ethical conduct and is unacceptable student behavior. Students who plagiarize copying words or ideas without acknowledging the original writer of the words or ideas, will face disciplinary action. This will range from receiving an “F” in the subject to university suspension.