

Ho Chi Minh City, day    month    year 2021

## **COURSE SYLLABUS**

### **OPERATIONS MANAGEMENT**

#### **A. GENERAL INFORMATION**

- 1. Vietnamese name** : **QUẢN TRỊ VẬN HÀNH**
- 2. English name** : **Operations Management**
- 3. Course code** : **MAG306**
- 4. Level** : **Standard full-time undergraduate and High-quality full-time undergraduate**
- 5. Major** : **Business Administration, Management Information System**
- 6. Number of credits** : **03**
  - Theory : 5/3 credits (equivalent to 25 periods)
  - Discussion and assignments : 1 credit (equivalent to 15 periods)
  - Practice :
  - Other activities  
(participating in presentation  
of group essays) : 1/3 credits (equivalent to 5 periods)
- 7. Time distribution**
  - Class attendance : 45 periods
  - Self-study : 90 hours for self-preparation, self-study, and group discussion
  - Other activities (in detail) :
- 8. Faculty in charge: Business Administration**
- 9. Previous course: Administration Studies**
- 10. Course description:**

The course aims to equip students with the fundamental knowledge based on modern views, necessary for operations management of an enterprise's manufacturing system, which

allows them to foster essential awareness of how to combine available instruments and techniques so as to secure the effectiveness and productivity in the operation of such an enterprise. Skills and methods of forecast, coordination, decision-making skills related to the manufacturing process are included in the course for the effective management in production environment as well as service provision in businesses where students will work.

## 11. Objectives and learning outcomes of the course:

### 11.1 Objectives:

Objectives	Description of objectives	Content of learning outcomes	Learning outcomes
(a)	(b)	(c)	(d)
CO1	<i>Discussing</i> the basic content in operations management, revolving around the accurate awareness of its concepts, roles of productivity and quality based on modern views.	Demonstrating the proactivity and activeness in the study, research, as required by the lifelong study.	PLO4
		Having the ability of identifying, analysing, applying intensive knowledge of strategy and operations management, marketing, accounting, finance, project and supply chain so as to deal effectively with matters, putting forward solutions applicable in business administration.	PLO6
CO2	<i>Applying</i> the theories, principles, measures and instruments to the practice of solving mathematical problems arising in manufacturing coordination with a view to gaining the effectiveness and efficiency in the manufacturing process.	Acquiring the ability of identifying, analysing, applying intensive knowledge of strategy and operations management, marketing, accounting, finance, project and supply chain so as to deal effectively with matters, putting forward solutions applicable in	PLO6

		business administration.	
CO03	<i>Organising teamwork,</i> researching and <i>writing the report</i> of procedures in a specific manufacturing type.	Acquiring the ability of proactively researching, putting forward novel start-up ideas; building, implementing and assessing business projects.	PLO8

## 12. Teaching and study methodology:

‘**Student-centred approach**’ prevailing in the course enables students to acquire the knowledge in a proactive manner. The methods are specified as follows:

- Interactive teaching method: the teaching encourages the students to pay attention to their future career; boosts the knowledge acquisition, and establishes behavioural norms. The learning environment aims at in-time encouragement, generating strong motivation, fostering the team spirit and an open discussion.

- Proactive teaching method: the lecturer plays the role in disseminating the scientific knowledge, organising the activities, giving consultations to and supporting the students in exploration of and mastering knowledge, as well as bolstering problem-solving skills related to operations management.

- Group-based teaching method and presentations: the class is divided into groups for their members to work more cooperatively, to improve argument and discussion abilities of scientific knowledge, to enhance teamwork ability, and to offer the students an opportunity for working in small groups.

- Project-based teaching method: this aims at development of integrative thinking, ability of detecting and addressing a matter in the entire operations management system in an enterprise. The combination of the group-based and project-based methods allows the students to experience stages, ranging from idea development, planning to implementation and assessment of manufacturing procedures adopted in enterprises.

## 13. Course requirements:

- The students are only considered to pass the course when gaining both constituent scores: (1) the process score, (2) the final score, and the average of the two of which must be at least 4.

- The number of groups will be decided subject to the total number of students, not exceeding 8 groups to ensure the adequacy of time distributed for class presentations.

- Students are required to observe the code of behaviour set by the School, arrive to class on time, ensure the required class attendance, showing decency, proactivity and activeness in learning and research.

- Students are advised to allot no less than 90 hours for self-study, raise the awareness of having coursebooks, materials, laptop well-prepared (when necessary) for the study.

**14. Materials:**

**14.1. Coursebook(s)**

[1]. Dong Thi Thanh Phuong, Manufacturing and Service Operations Management, Thong Ke Publisher, 2011.

**14.2. Reference material(s)**

[2]. Nigel Slack Alistair Brandon-Jones (2018), OPERATIONS AND PROCESS MANAGEMENT: Principles and Practice for Strategic Impact. 5<sup>th</sup>. Pearson Education limited.

[3]. Stevenson, William J (2018). Operations management. Thirteenth edition. / New York, NY: McGraw-Hill Education

**B. ASSESSMENT METHODS**

**1. Assessment factors**

<b>Assessment factors</b>	<b>Assessment methods</b>	<b>Course learning outcomes</b>	<b>Weight (%)</b>
A1. Process assessment	A.1.1. Diligence	CLO1, CLO4	10%
	A.1.2. Tests	CLO1, CLO2	20%
	A.1.3. Group essay	CLO2, CLO3, CLO4	20%
A2. Final assessment	A.2.1. Multiple-choice examination	CLO1, CLO2	50%

## **2. Assessment content and methods**

### **A.1. Process assessment**

#### **A.1.1. Attendance**

➤ **Assessment content:**

The diligence assessment involves the students' attendance frequency and participation in class activities.

➤ **Assessment methods and implementation:**

The process assessment is implemented through checking attendance and recording the participation of students in the constituent parts of the course. The former is performed based on the official listed provided by the School while the latter is carried out when: (1) the students are called to give answers to questions or given assignments/discussion topics (passive participation), (2) they voluntarily answer the questions or participate in dealing with assignments/discussion topics (active participation); the attended sessions and the times of both active and passive participation will be all recorded and accumulated for produce the diligence score.

#### **A.1.2. Group essay**

➤ **Assessment content:**

The group essay assessment involves the amount of knowledge specified in this syllabus, specifically represented through group essay topics.

➤ **Assessment methods and implementation:**

This assessment method involves the form and content assessment of the group essays, presentation of the essays and whole-class discussion. The format and specifications will be presented by the lecturer in the first session of the course.

The lecturer will have groups of students write the essays, whose topics, deadline and mode of submission (both through email and hard copy presented at the presentation session) will be informed at class in the first week of the course. The essays must be written during the students' self-study time, then be submitted to the lecturer at the presentation session. The lecturer will set time for the presentations, mark the essays, return the marks and provide comments from which the students can draw experience and gain awareness of their missing knowledge.

#### **A.1.3. Tests**

➤ **Assessment content:**

Tests are among the instruments to assess the students' study process, thus their content being based on the amount of knowledge corresponding to that of the learning progress specified in this syllabus.

➤ **Assessment methods and implementation:**

This instrument of process assessment can be implemented in either way:

1. The tests can be administered continually over the sessions in groups in case of a large class, in which individuals or groups demonstrating excellence will gain bonuses. Those who would like to obtain high bonuses are expected to complete all assignments and situations raised in every chapter.
2. Individual testing, which takes the free-response form with 1 or 2 questions and takes between 30 and 60 minutes, can be administered at a particular session near the end of the course.

**A.2. Final assessment**

➤ **Assessment content:**

The final assessment takes the form of a multiple-choice test.

➤ **Assessment methods and implementation:**

The final assessment, a multiple-choice examination, without any materials allowed, takes 60 minutes. The exam paper, whose questions are either extracted from the bank of exam questions or designed by the lecturer under the assignment of the faculty in charge, is composed of 50 items.

**3. Assessment rubrics**

**A.1.1. Diligence**

➤ **Rubric**

Assessment criteria	Weight	Grading scale			
		under 5	5 to under 7	7 to under 9	9-10
Attendance frequency	50%	Absent at least 4 sessions	Absent 2-3 sessions, with class participation	Absent 1 session, with class participation	Full attendance, with proactive class participation
Class participation	50%	No participation or no fulfilment of the duties	Absent 2-3 sessions or acceptable fulfilment of the duties	Absent 1 session, good fulfilment of the duties	Proactively working in groups and excellent fulfilment of the duties

### A.1.2. Group essays

Assessment criteria	Weight	Grading scale			
		under 5	5 to under 7	7 to under 9	9-10
Structure	10%	Lack of theoretical basis, reference materials	Lack of the reference list, list of tables and figures	Lack of automatic table of contents	Fully represented as specified
Introduction	10%	Failure to clarify the urgency (importance, for example) of the matter	Partial but incomplete demonstration of the urgency of the matter	Complete but unconvincing demonstration of the urgency of the matter	Complete, clear and convincing demonstration of the urgency of the matter
Theoretical basis	20%	Failure to demonstrate related scientific theories	Unconvincing demonstration of related scientific theories	Right and convincing demonstration of related scientific theories	Accurate and convincing demonstration of related scientific theories
Arguments to address the matter	30%	Illogic arguments, lack of evidence	Acceptable arguments, evidence	Relatively strong arguments, convincing evidence	Strong arguments, convincing evidence
Form	10%	Non-compliance of the format with any specifications	The whole text and typeface not formatted as specified	Lack of page number, cover page or non-compliance of cover format	The whole text formatted as specified
Presentation cooperation	10%	Failure to give presentation of the essay	Gripping and convincing presentation; ineffective presentation cooperation; ineffective time control	Gripping and convincing presentation; effective presentation cooperation; ineffective time control	Gripping and convincing presentation; effective presentation cooperation; effective time control
Question response	10%	Failure to answer the questions	Fully, clearly and satisfactorily answering at least half of the questions, showing inability to find the answers to the rest	Fully, clearly and satisfactorily answering at least half of the questions, showing ability to find the answers to the rest	Fully, clearly and satisfactorily answering all the questions

### A.1.3. Individual test

Assessment criteria	Weight	Grading scale			
		under 5	5 to under 7	7 to under 9	9-10
Theoretical basis	30%	Failure to demonstrate related scientific theories	Unconvincing demonstration of related scientific theories	Right and convincing demonstration of related scientific theories	Accurate and convincing demonstration of related scientific theories
Arguments to address the matter	60%	Illogic arguments, lack of evidence	Acceptable arguments, evidence	Relatively strong arguments, convincing evidence	Strong arguments, convincing evidence
Writing style and representation	10%	Vague wording of the main content	Confused wording but quite intelligible	Clear wording, with minor errors in expression	Clear and coherent wording



## A.2. Multiple-choice examination

Number of items: 50; time allotted: 60 minutes

Level	Mixing the items	Level 1: Remember		Level 2: Understand		Level 3: Apply and analyze		Level 4: Synthesize and evaluate		Total items	Total score
		Multiple-choice		Multiple-choice		Multiple-choice		Multiple-choice			
		no.	score	no.	score	no.	score	no.	score		
Chapter											
1-9		10	0.2	25	0.2	15	0.2			50	10
Items		10		25		15		0			
Scores		2		5		3		0			10

## C. Detailed teaching plan

Time duration	Detailed teaching content	Learning outcomes	Teaching activities	Assessment methods	Materials
(a)	(b)	(c)	(d)	(e)	(f)
03	<p><b>CHAPTER 1: OVERVIEW OF OPERATIONS MANAGEMENT</b></p> <p><b>1.1. Operation</b></p> <p>1.1.1. Concept</p> <p>1.2.2. Features</p> <p><b>1.2. Operations management</b></p> <p>1.2.1. Concept</p> <p>1.2.2. Development history</p> <p>1.2.3. Functions of manufacturing and operations management</p> <p>1.2.4. Connection and combination between an enterprise's operation and other functions.</p> <p>1.2.5. Description of components of the operation</p> <p>1.2.6. Strategies for operation of a manufacturing enterprise</p> <p><b>1.3. Productivity in operations management</b></p> <p>1.3.1. System</p> <p>1.3.2. Decisions in operations management</p>	<p>CLO1</p> <p>CLO3</p>	<p><b>Lecturer:</b></p> <ul style="list-style-type: none"> <li>- Introducing the objectives of the course</li> <li>- Introducing the content and materials of the course</li> <li>- Informing the assessment methods</li> <li>- Making group decisions</li> <li>- Allowing the groups to select the topics based on the lecturer's orientation</li> <li>- Presenting and discussing Chapter 1' content</li> </ul> <p><b>Students:</b></p> <ul style="list-style-type: none"> <li>- Forming groups</li> <li>- Discussing</li> </ul>	<p>A1.1</p> <p>A1.2</p> <p>A1.3</p> <p>A2.1</p>	<p>[1].</p> <p>Chapter 1;</p> <p>Lecture</p>

02	<p><b>CHAPTER 2 FORECAST IN MANUFACTURING BUSINESS</b></p> <p><b>2.1. Concept and categorisation of forecast</b></p> <p>2.1.1. Concept of forecast</p> <p>2.1.2. Categorisation of forecast</p> <p>2.1.3. Common features of forecast</p> <p>2.1.4. Steps in forecast</p> <p><b>2.2. Forecast methods</b></p> <p>2.2.1. Qualitative method</p> <p>2.2.2. Quantitative method</p> <p><b>2.3. Checking forecast</b></p>	CLO2 CLO3	<p><b>Lecturer:</b></p> <ul style="list-style-type: none"> <li>- <b>Discussing the theory</b></li> </ul> <p><b>Students:</b></p> <ul style="list-style-type: none"> <li>- Participating in class discussion</li> <li>- Out of class: self-study based on the lecturer's requirements, choosing the topics at their option, reading Chapter 3 (coursebook)</li> </ul> <p>Case study 1: Forecasting GDP/capita in HCM City (assignment) or another case study chosen by the lecturer</p>	A1.1 A1.2 A1.3 A2.1	[1]. Chapter 2; Internet data of Case study 01
05	<p><b>CHAPTER 3: DECISIONS ON TECHNOLOGY, CAPACITY, EQUIPMENT AND PRODUCTION FORECAST</b></p> <p><b>3.1. Decisions on capacity, technology, equipment in operations management</b></p> <p>3.1.1. Concept of product design</p> <p>3.1.2. Importance of selection of a manufacturing procedure</p> <p>3.1.3. Methods of selecting a manufacturing procedure intended for manufacturing and service, production capacity planning</p> <p>3.1.4. Advantages and</p>	CLO2 CLO3 CLO4	<p><b>Lecturer:</b></p> <ul style="list-style-type: none"> <li>- Lecturing and organising theory discussion at class.</li> <li>- Allowing time for students to giving presentations of their topics and choosing the common topic for the class.</li> <li>- Instructing students to investigate Case/S02 (which can then be used to develop into an essay)</li> <li>- Doing the practice exercises in Chapters 1 and 2.</li> </ul> <p><b>Students:</b></p> <ul style="list-style-type: none"> <li>- Listening to the</li> </ul>	A1.1 A1.2 A1.3 A2.1	[1]. Chapter 3; Lecture, Youtube videos

	<p>disadvantages of various manufacturing procedures, one of which can be selected or based on which to design a peculiar procedure</p> <p><b>3.2. Production forecast methods</b></p> <p>3.2.1. Qualitative forecast method</p> <p>3.2.2. Quantitative forecast method</p>		<p>lecture, discussing, contributing ideas</p> <ul style="list-style-type: none"> <li>- Answering the lecturer's questions</li> <li>- Out of class: reading Chapter 4, doing practices in Chapter 3</li> </ul> <p>Case study: Investigating to write an essay about the manufacturing procedure of a factory based on the topic unanimously chosen by the class (e.g. Draw the outline of an automobile manufacturing factory, or of jeans production.</p> <p><a href="https://www.youtube.com/watch?v=1mrw14eGwEw">https://www.youtube.com/watch?v=1mrw14eGwEw</a></p> <p><a href="https://www.youtube.com/watch?v=By4teHiZ-tU">https://www.youtube.com/watch?v=By4teHiZ-tU</a></p>		
05	<p><b>CHAPTER 4: DETERMINING THE LOCATION OF AND ARRANGING THE PREMISES</b></p> <p><b>4.1. Steps in determining the location</b></p>	<p>CLO2 CLO3 CLO4</p>	<p><b>Lecturer:</b></p> <ul style="list-style-type: none"> <li>- Lecturing and organising theory discussion at class.</li> <li>- Solving the practices exercise in Chapter 3.</li> </ul> <p><b>Students:</b></p> <ul style="list-style-type: none"> <li>- Listening to the lecture, discussing,</li> </ul>	<p>A1.1 A1.2 A1.3 A2.1</p>	<p>[1]. Chapter 4; Lecture; Internet data for Case Study</p>

	<p><b>4.2. Factors affecting the determination of the location</b></p> <p>4.2.1. Factors affecting geographic selection</p> <p>4.2.2. Factors affecting selection of a specific location</p> <p>4.2.3. Currently common trends in determining an enterprise's location in the world</p> <p><b>4.3. Methods of determining a location</b></p> <p>4.3.1. Simple additive weighting method</p> <p>4.3.2. The center of gravity method</p> <p>4.3.3. Transportation problem method</p> <p><b>4.4. Methods of arranging the premises</b></p> <p>4.4.1. Procedure-based arrangement</p> <p>4.4.2. Product-based arrangement</p> <p>4.4.3. Manufacturing area-based arrangement</p>		<p>contributing ideas</p> <ul style="list-style-type: none"> <li>- Answering the lecturer's questions</li> <li>- Participating in solving Case study 3</li> <li>- Out of class: reading Chapter 5, doing practices in Chapter 4</li> <li>- Preparing the outline for the essay</li> </ul> <p>Case study 3: Determining the location of the engine supplying factory.</p>		
05	<p><b>CHAPTER 5: GENERAL PLANNING</b></p> <p><b>5.1. Concept</b></p> <p>5.1.1. Concept</p> <p>5.1.2. Objects and range of general planning</p> <p>5.1.3. Objectives of general planning</p>	CLO2 CLO3	<p><b>Lecturer:</b></p> <ul style="list-style-type: none"> <li>- Lecturing and organising theory discussion at class.</li> <li>- Solving the practice exercises in Chapter 4</li> <li>- Instructing to solve the Case study</li> <li>- Adjusting the</li> </ul>	A1.1 A1.2 A2.1	[1]. Chapter 5; Lecture

	<p>5.1.4. Necessity of general planning</p> <p><b>5.2. Strategies for general planning</b></p> <p>5.2.1. Planning for reserve level change</p> <p>5.2.2. Planning for Extra working</p> <p><b>5.2.3.</b></p> <p>5.2.4. Planning for using part-time workers</p> <p>5.2.5. Planning affecting the need</p> <p>5.2.6. Planning for signing a supplementary contract</p> <p>5.2.7. Planning for executing credit orders</p> <p>5.2.8. Planning for manufacturing seasonal assorted products</p> <p><b>5.3. Methods of general planning</b></p>		<p>outlines of essays</p> <p><b>Students:</b></p> <ul style="list-style-type: none"> <li>- Listening to the lecture, discussing, contributing ideas</li> <li>- Answering the lecturer's questions</li> <li>- Out of class: reading Chapter 6, doing practice exercises in Chapter 5</li> </ul>		
05	<p><b>CHAPTER 6: PLANNING MANUFACTURING SCHEDULE</b></p> <p><b>6.1. Orderly arrangement in manufacturing and service</b></p> <p>6.1.1. Principles of prioritising over important pieces of work</p> <p>6.1.2. Assessing the suitability level of arranging the pieces of work</p> <p>6.1.3. Johnson's rule</p>	<p>CLO2 CLO3</p>	<p><b>Lecturer:</b></p> <ul style="list-style-type: none"> <li>- Lecturing and organising theory discussion at class.</li> <li>- Solving the practice exercises in Chapter 5</li> </ul> <p><b>Students:</b></p> <ul style="list-style-type: none"> <li>- Listening to the lecture, discussing, contributing ideas</li> <li>- Answering the lecturer's questions</li> </ul>	<p>A1.1 A1.2 A2.1</p>	<p>[1]. Chapter 6; Lecture</p>

	<p>6.1.4. Overview of programming n pieces of work on m machines</p> <p><b>6.2. Assigning work methods</b></p> <p>6.2.1. Minima problem</p> <p>6.2.2. Maxima problem</p> <p>6.2.3. Time-optimal control problem</p> <p><b>6.3. Work management methods</b></p> <p>6.3.1. Grantt Chart</p> <p>6.3.2. PERT Chart</p>		<p>- Out of class: reading Chapter 7, doing practice exercises in Chapter 6</p>		
05	<p><b>CHAPTER 7: INVENTORY MANAGEMENT AND PRODUCTION SCHEDULING</b></p> <p><b>7.1. Importance of inventory management and production scheduling</b></p> <p>7.1.1. Various views of inventory amounts</p> <p>7.1.2. Analysis of inventory costs</p> <p>7.1.3. Concept of just-in-time inventory</p> <p>7.1.4. Concept of production scheduling</p> <p>7.1.5. Objectives and methods of production scheduling of orders</p> <p><b>7.2. Inventory management methods</b></p> <p>7.2.1. EOQ-Economic Order Quantity model</p>	<p>CLO2 CLO3</p>	<p><b>Lecturer:</b></p> <ul style="list-style-type: none"> <li>- Lecturing and organising theory discussion at class.</li> <li>- Solving the practice exercises in Chapter 6</li> <li>- Answering queries, instructing students to complete their essays</li> </ul> <p><b>Students:</b></p> <ul style="list-style-type: none"> <li>- Listening to the lecture, discussing, contributing ideas</li> <li>- Answering the lecturer's questions</li> <li>- Out of class: reading Chapter 8, doing practice exercises in Chapter 7</li> </ul>	<p>A1.1 A1.2 A2.1</p>	<p>[1]. Chapter 7; Lecture</p>

	<p>7.2.2. POQ-Production Order Quantity model</p> <p>7.2.3. EOQ, POQ with quantity-based discounts</p> <p>7.2.4. Application of marginal analysis model into determining reserve quantity.</p> <p><b>7.3. Production scheduling methods</b></p> <p>7.3.1. Individual production scheduling methods</p> <p>7.3.2. Combine production scheduling methods</p>				
05	<p><b>CHAPTER 8: MATERIALS DEMAND PLANNING</b></p> <p><b>8.1. Concept</b></p> <p><b>8.2. Requirements for materials demand planning</b></p> <p><b>8.3. Steps in materials demand planning</b></p> <p>8.3.1. Materials demand planning for a sort of products</p> <p>8.3.2. Net demand planning</p> <p>8.3.3. Materials demand planning for sorts of products</p> <p><b>8.4. Materials supply models</b></p> <p>8.4.1. Lot for lot model</p> <p>8.4.2. EOQ model</p> <p>8.4.3. Part period balancing technique</p>	CLO2 CLO4	<p><b>Lecturer:</b></p> <ul style="list-style-type: none"> <li>- Lecturing and organising theory discussion at class.</li> <li>- Solving the practice exercises in Chapter 7</li> </ul> <p><b>Students:</b></p> <ul style="list-style-type: none"> <li>- Submitting the essays</li> <li>- Listening to the lecture, discussing, contributing ideas</li> <li>- Answering the lecturer's questions</li> <li>- Out of class: reading Chapter 9, doing practice exercises in Chapter 8</li> </ul>	A1.1 A1.2 A2.1	[1]. Chapter 8; Lecture
05	<p><b>CHAPTER 9: QUEUING THEORY</b></p>	CLO2 CLO3	<p><b>Lecturer:</b></p> <ul style="list-style-type: none"> <li>- Lecturing and organising theory</li> </ul>	A1.1 A1.2 A2.1	[1]. Chapter 9;

	<p>9.1. Concept</p> <p>9.2. Costs of waiting</p> <p>9.3. Features of the queuing system</p> <p>9.4. Queuing models</p> <p style="text-align: center;">- <b>Review</b></p> <p style="text-align: center;">- <b>Test</b></p>		<p>discussion at class.</p> <ul style="list-style-type: none"> <li>- Solving the practice exercises in Chapter 8</li> <li>- Raising questions and general matters to systematise the course knowledge</li> <li>- Putting forward realistic situations and eliciting viewpoints, solution methods.</li> <li>- Administering the test.</li> </ul> <p><b>Students:</b></p> <ul style="list-style-type: none"> <li>- Listening to the lecture, discussing, contributing ideas</li> <li>- Answering the lecturer's questions</li> <li>- Reading their scores, requiring to make any adjustment (if nay) and confirming the scores.</li> <li>- Doing the test</li> </ul>		Lecture
05	<p>- <b>Presentations</b></p> <p>- <b>End of course</b></p>	<p>CLO2</p> <p>CLO3</p> <p>CLO4</p>	<ul style="list-style-type: none"> <li>- Organising presentations, cross-scoring between groups</li> <li>- Informing students of scores accumulated in the course and elicit response</li> <li>- Answering queries</li> </ul>	A1.3	Report



**HEAD OF DEPARTMENT**

**LECTURER IN CHARGE OF THE SYLLABUS**

**Nguyen Van Thuy (Ph.D)**

**Tran Duc Duc (Ph.D)**

**HEAD OF FACULTY**

**Nguyen Van Tien (Ph.D)**