TQF. 3

English for Study Skills

Preface

This course is designed to assist students in need of language support to express their ideas effectively and in accordance with English skills. The focus is to develop student's reading and writing skills as well as learning strategies which are important for them in academic tasks and self-study.

Table of Contents

Course Details

Name of Institution	Suan Dusit Rajabhat University
Campus/Faculty/Division	School of Tourism and Hospitality Management

Section 1 General Information

1. Code and Course

   Course Code 1500113   Course Name English for Study Skills

2. Credit Ponts

   3(3-0-6)

3. Programme and Type of Course

   Bachelor of Arts Programme in Hospitality Management

4. Course Convenor and Lecturers

   Jongon Chuawongboon

5. Semester/Year of Study

   1st Semester/1st Year

6. Pre-requisite (if any)

   None

7. Co-requisites (if any)

   None

8. Location

   Suan Dusit Rajabhat University

9. Latest Update of Course Specifications

   2011

Section 2: Aims and Objectives

1. Aims of the Course

This course is specifically developed reading and writing skills as well as can communicate in English from beginner to intermediate level.

2. Objectives of Course Development/Modification

To provide students with knowledge and basic skills in English are more like to comply with national and global. Intelligence preparation and understanding of the various strategies used in the study of other subjects and in the life.

Section 3: Course Description and Implementation

1. Course Description

Practice English listening, speaking, reading and writing skills emphasizing reading strategies. Also develop skill on how to make inferences, take note and make mind maps.

2. Number of Hours per Semester

Lecture	Tutorial	Practice/Field Experience/Internship	Self-directed Learning
45 hours	-	-	90 hours

3. Number of hours provided for academic advice and guidance to students

- The faculty member provides academic advice and guidance to students (individual/group)
  1 hour/week.
- The faculty member announces the advising schedule by lecturer.

Section 4: Development of learning method

1. Morals and Ethics

1.1 Morals and Ethics to be developed
   (1) Recognize the value of morality and ethics.
   (2) Behavior of self-responsible, social and public.
   (3) Leadership skill and able to work well with others.
   (4) Respect him/herself along with the other.

1.2 Teaching Methods
  (1) Provide moral and ethical experience in the real situation that occurs in society.
  (2) Provide opportunity for students to work in the project as a group in order to build for coordinating skill within the group and other group.
  (3) Encourage students to express their opinions and speak in front of the class.
  (4) Generate the idea of democracy in the group.
1.3 Evaluation Methods
  (1) Observe of the behavior of classes e.g. class attendance.
  (2) Evaluate from the work assignment in individual and group work as well as helping the other in the classroom such as knowledge sharing.
  (3) Observe from the comment in the class and the ability of speaking in front of class.
  (4) Observe management skill and group participation.

2. Knowledge

2.1 Knowledge to be acquired
  (1) Knowledge and understanding of science as the basis of life.
  (2) Able to Identify the knowledge that the student have learnt
  (3) Knowledge relevant to the community, national and global communities.
  (4) Able to integrated and applied to other disciplines with the end result of the quality of life.
2.2 Teaching Methods
  (1) Teach basics and principles of listening, speaking, reading and writing in English sothe students can use it in daily life.
  (2) Teach the students to think systematically in order to classify and the important facts of the course.
  (3) Provide the idea of a community and possibility on the outside world
  (4) Teach by using case studies and discussion groups.
2.3 Evaluation Methods
  (1) Formative performance assessment. Provide learning exercises in listening, speaking, reading and writing and also assess the behavior of students with the knowledge and skills in this course.

(2) Evaluate in answering questions in classroom. Students must be able to identify and describe the knowledge that they capture.

(3) Evaluate the behavior of students with the knowledge and ideas about the public.

(4) Assess the students in applying knowledge.

3. Logical Skills

3.1 Logical Skills to be developed

(1) Able to think systematically.

(2) Able to discover and analyze information.

(3) Able to apply knowledge with daily life.

(4) Able to Analyze and solve the problems in creative way.

3.2 Teaching Methods

(1) Pointed out the importance of system via thinking map and mind map to build habits of thought.

(2) Lessons taught by programmed instruction that students can learn by themselves and use their ability to monitor their own learning.

(3) Teach by using case studies and group discussion.

3.3 Evaluation Methods

(1) Observe good judgment from the student. Student will have to do self-assessment with the questions framework provided by the teacher.

(2) Evaluate of tests in education programs and group evaluation.

(3) Authentic assessment is that students can apply their knowledge.

(4) Provide questionnaires for the students to do self-assessment.

4. Interpersonal Skills and Responsibilities

4.1 Interpersonal Skills and Responsibilities to be developed

(1) Ability to work in a group as a leader and a follower.

(2) Able to initiate strategies that can be used for various activities.

(3) Good human relations that can communicate with other very well in both English and foreign languages.

(4) Respect and value the right of themselves and others.

4.2 Teaching Methods

(1) Teach in group

(2) Teach by deduction which is teaching of the principles to examples so those students have the opportunity to practice the principles in new situation.

(3) Teach in human relations principles and the basic principles of language in listening, speaking, reading and writing so the students will be able to use in daily life..

(4) Generate the idea of democracy in the group.

4.3 Evaluation Methods

(1) Observe group work cooperation in term of leader and follower

(2) Evaluate creativity

(3) Observing the relationship between teachers and students.

(4) Observe group management.

5. Numerical Analysis, Communication and Information Technology Skills

5.1 Numerical Analysis, Communication and Information Technology Skills to be developed

(1) Ability to use computer related.

(2) Ability to search for data analysis to be applied in daily life.

(3) Able to use language to communicate, transfer and share knowledge with others.

(4) Able to present and communicate information using mathematical or performance statistics.

(5) Able to utilize data and information in their own lives and solve problems appropriately.

5.2 Teaching Methods

(1) Introduce techniques for searching information, data sources and method to choose reliable data.

(2) Assign work that required the retrieval of information technology.

(3) Assign work to be presented in the form of documents and oral media.

(4) Encourage students to communicate using excel to build the statistics.

(5) Train the students to know how to access the information they need also know how to use the information to life and fix the problem properly.

5.3 Evaluation Methods

(1) Assess the methods to search for information and the presentations.

(2) Evaluate the work assigned from the methods on how to use of information technology in searching the data.

(3) Assess on the language used in the report and presenting in front of the class.

(4) Evaluate on the excel presentation.

(5) Evaluate from use of internet information.

Section 5 : Teaching and Evaluation Plans

1. Lesson Plan

Week	Topics	No. of Hours	Teaching & Learning Activities, Instructional Media (If any)	Faculty Member(s)
1	- Orientation. - Macro and micro structure of the dictionary to access information in a different terminology.	3.0	- Explain agreement and lesson. - Multi-grade by activities that conform to ability of students. - Use document and exercise MLDs.	Jongon Chuawongboon
2	- Macro and micro structure of the dictionary to access information in a different terminology.	3.0	- Multi-grade by activities that conform to ability of students (individual and group) such as explanation, debate, group activities to engage with new knowledge.	Jongon Chuawongboon

Week	Topics	No. of Hours	Teaching & Learning Activities, Instructional Media (If any)	Faculty Member(s)
3-4	-The internal structure of English such as barrier and foundation factor.	6.0	- Multi-grade by activities that conform to ability of students (individual and group) such as explanation, debate, group activities to engage with new knowledge. - Use document, exercise and dictionary for research.	Jongon Chuawongboon
5-6	-Assumed the meaning of unfamiliar words via linguistic context or context	6.0	- Multi-grade by activities that conform to ability of students (individual and group) such as explanation, debate, group activities to engage with new knowledge. - Use document, exercise and dictionary for research.	Jongon Chuawongboon

Week	Topics	No. of Hours	Teaching & Learning Activities, Instructional Media (If any)	Faculty Member(s)
7-8	-Specifying subjective, verb, objective and functional structure. -Specifying type of words in sentence.	6.0	- Multi-grade by activities that conform to ability of students (individual and group) such as explanation, debate, group activities to engage with new knowledge. - Use document, exercise and dictionary for research.	Jongon Chuawongboon
9-10	-Use noun or conjunction for integrate sentence.	6.0	- Multi-grade by activities that conform to ability of students (individual and group) such as explanation, debate, group activities to engage with new knowledge. - Use document, exercise and dictionary for research.	Jongon Chuawongboon

Week	Topics	No. of Hours	Teaching & Learning Activities, Instructional Media (If any)	Faculty Member(s)
11-12	-Finding main subject for a sentence of a paragraph and create a main idea of the role of the reader.	6.0	- Multi-grade by activities that conform to ability of students (individual and group) such as explanation, debate, group activities to engage with new knowledge. - Use document, exercise and dictionary for research.	Jongon Chuawongboon
13-14	-Inference and interpretation of the material.	6.0	- Multi-grade by activities that conform to ability of students (individual and group) such as explanation, debate, group activities to engage with new knowledge. - Use document, exercise and dictionary for research.	Jongon Chuawongboon
15	- Note taking, reading and understanding of the plan to present	3.0	-Discussions in small groups and explain the key	Jongon Chuawongboon

Week	Topics	No. of Hours	Teaching & Learning Activities, Instructional Media (If any)	Faculty Member(s)
	ideas.		concepts and technical writing.	
16	Final exam			

2. Evaluation Plan

Learning Outcomes	Evaluation Methods	Week	Proportion of Evaluation (%)
1.1: 2), 3) 2.1: 1), 2) 3.1: 1), 2), 3) 5.1: 2)	Exercise checking	1,3,5,7,9,11,13,15	15%
1.1: 2), 4) 2.1: 1), 2) 3.1: 1), 2)	Test	3,7,11,14	20%
1.1: 2), 3), 4) 2.1: 1), 2), 4) 3.1: 10, 2) 4.1: 1), 2), 3) 5.1: 1), 2), 3)	Exercise checking	13-15	15%
1.1: 2), 3) 3.1: 1), 3) 4.1: 2)	Observe and record	Every weeks	20%
1.1: 2), 4) 2.1: 1), 2),	Examination	16	30%

Learning Outcomes	Evaluation Methods	Week	Proportion of Evaluation (%)
4) 3.1: 1), 2), 3), 4)			

Section 6 : Teaching & Learning Resources

1.Main Texts and Teaching Materials
  1.1   English for study skills text book
  1.2   Exercise

2. Essential Teaching Resources (Books, journals, websites and other documents essential for
  additional reading)
  - Grant, Patricia. 1989. *Reading and Study Skills*. New Jersey: Prentice-Hall.
  - Langan, John, 2002. *Reading and Study Skills*. Boston: McGraw Hill.
  - McWhorter, Kathleen T. 1992. *College Reading and Study Skills*. New York: Harper Collins.
  - Wallance, Michael J. 2004. *Study Skill in English: a Course in Reading Skills for Academic Purposes*. Cambridge: CUP.

3. Recommended Teaching Resources (Books, journals, websites and other documents recommended for additional reading)
  - Ayer, Donald M. 1986. *English Words from Latin and Greek Elements*. 2nd ed. Tuscon: The University of Arizona Press.
  - Mayor, Michael (ed.). 2009. *Longman Dictionary of Contemporary English*. 5th ed. Harlow: Longman.
  - Plag, Ingo. 2003. *Word-Formation in English*. Cambridge: CUP.
  - Rasinski, Timothy, Nancy Padak, Rick M. Newton and Evangeline Newton. 2008. *Greek and Latin roots: Keys to building Vocabulary*. Huntington Beach, CA: Shell Education.
  - Swan, Michael. 2005. *Practical English Usage*. 3rd ed. Oxford: OUP.
  - Wehmeier, Sally (ed.). 2005. *Oxford Advanced Learner's Dictionary of Current English*. 7th ed. Oxford: Oxford University Press

Section 7: Course Evaluation and Improvement

1. **Strategies for Course Effectiveness Evaluation by Students**
   Effectiveness evaluation for this course is as follow:
   1. Interview with students.
   2. Observations of students' responses during class.
   3. Survey on lecturer evaluation.

2. **Strategies for Teaching Evaluation**
   The strategies for collection data for teaching evaluation are as follows:
   1. Exam results.
   2. Revision of learning outcomes.

3. Teaching Improvement
   1. Seminar for course and teaching improvement.
   2. Research for course and teaching improvement.

4. Verification of Students Achievements in the Course
   1. Revision of assessment evaluations by external lecturers or experts.

5. Course Review and Improvement Plan for Course Effectiveness
   1. Improvement of course every 3 years or as recommended by experts.
   2. Change of lecturers to provide students with different perspectives for the course.