

Course Specification

University	Suan Dusit University
Campus/ Faculty/ Field of Study	Faculty of Humanities and Social Sciences English Program

Section 1: General Information

1.1 Course code and title:

Course code: (15521154)	Course Title: In Thai: กลวิธีการเขียนอนุเจต
	In English: Paragraph Writing Strategies

1.2 Number of Credit

3 (3-0-6) 3hrs./ wk.

1.3 Curriculum and Type of subject

English Curriculum, Elective subject

1.4 Responsible faculty member

Asst. Prof. Neeru Shusatayasakul & Aj. Olivia

1.5 Semester/year of study

2nd semester/1st year

1.6 Pre-requisites for this course

Introduction to writing

1.7 Co-requisites for this course

None

1.8 Venue of study

1.9. Date of course modification

November 2019

Section 2: Aims and Objectives

2.1 Course Objectives

The course, Paragraph Writing Strategies; is to develop students' knowledge, abilities, and skills of writing under the five following 5 domains as mentioned in **curriculum mapping of TQF(2)**

1) Morals and Ethics: Develop self-discipline; be punctual and responsible in study and work, show respect and understanding and exhibit open-mindedness toward other people and be able to work collaboratively with others.

2) Knowledge: Have ability to apply the knowledge learned to improve yourself and solve problems in professions and real life. Integrate the knowledge learned with other related subjects to develop the 21st century skills.

3) Cognitive Skills: Develop logical, rational and critical thinking skills to be able to understand and apply the knowledge learned for performing every day and professional tasks and adapting to a multicultural professional environment.

4) Interpersonal Skills and Responsibilities: Develop cooperative interpersonal skills, work effectively as a team and exhibit a sense of responsibility in learning to achieve personal and professional development.

5) Analytical, Communicative and IT Skills: To be able to utilize information technology in acquiring and gathering accurate knowledge for professions and everyday life, and use media and information technology to communicate with others correctly and appropriately.

2.2 Purpose for course development and modification

To modify and improve the course through the addition of teaching methods that promote active learning. These methods will help ensure that the aims and objectives of the course will be achieved.

Section 3: Course Management

3.1 Course description:

Writing English sentences in different types, writing sentences using different tenses, fragments and complete sentence, writing process and paragraph writing strategies, paragraph formats and parts of a paragraph, writing topic sentences and supporting sentences of various types of paragraphs, practice on writing different types of paragraphs.

3.2 Teaching Hours per semester

Lecture/Practice hours	Additional Teaching Hours	Practice/Training/ Fieldwork	Self-study
45 hours	-----	-----	90 hours

3.3 Consultation hours

- 1) Group and/or individual consultations in person can be done 2 days per wk.
- 2) The instructor can be contacted at any time via Group Line Messenger: (trustchavi), email ch-avi@hotmail.com or by phone @089-0309554

Section 4: Student Learning Development

Teaching and Assessment:

Learning domains	Teaching Strategies	Assessment Method	Week of Evaluation	Percentage
<p>1) Ethics and Moral</p> <p>1.1 Accomplish assigned work with accuracy and punctuality.</p> <p>1.2 Accomplish assigned work without plagiarism.</p> <p>1.3 Apply English language knowledge for individual and society's sakes</p>	<p>*Students will be coached on Discipline, punctuality & responsibility towards assignments & behavior.</p> <p>* Students will be coached on the value of honesty in life.</p> <p>*A discussion between students & teacher to understand society through the lessons. *Students will undertake theme in pairs and groups on various daily life and professional topics throughout their learning activities, and will be coached on issues of honesty, integrity, respecting</p>	<p>Authentic Assessments)</p>	<p>Wk. 1– 16</p>	<p>10%</p>

	others opinions & using reasonable reasons while having to participate in cooperative activities in the classroom			
<p>2) Knowledge</p> <p>2.1 Be able to listen and response with English language in academic, social and professional topics, conclude main idea and main point from stories, categorize types of information from printing and online medium as well as give an oral presentation accurately and entirely. The knowledge level of learner should be in the level of C1 (Proficient User) according to Common European Framework of Reference for Languages: learning, teaching, assessment (CEFR)</p> <p>2.2 Common European Framework of Reference for Languages: learning, teaching, assessment (CEFR)</p>	<p>*Interactive lecture, on the main concept of the contents and the practical application of these concepts in everyday and professional life.</p> <p>*Interactive lecture (analytical &critical thinking based) to solve problems on various professional and real life situations.</p> <p>* Interactive lecture, discussion & demonstration on the practical application of these concepts for everyday and professional life.</p>	<p>* In -class Activities</p> <p>*Writing Assignments</p> <p>*Final examination</p>	<p>Wk. 1– 15</p> <p>Wk.,3,8,9,11,13,</p> <p>Wk.16</p>	<p>10%</p> <p>50%</p> <p>30%</p>

<p>Be able to read and write with English language in academic, social and professional topics, conclude main idea and main point from stories, categorize types of information from printing and online medium as well as give an oral presentation accurately and entirely. The knowledge level of learner should be in the level of C1 (Proficient User) according to Common European Framework of Reference for Languages: learning, teaching, assessment (CEFR)</p> <p>2.3 Be able to apply all fields of English linguistics such as pronouncing English language accurately based on Phonetics and Phonology, analyzing sentence meaning and origin of words based on Morphology, analyzing structure and meaning of phrases and sentences based on Syntax including analyze the evolution and change of</p>				
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<p>English language and also World Englishes.</p> <p>2.4 Be able to read, interpret, analyze and criticize British and American literature: prose, verse and play, and also the literature composed and translated to English referring to theory of literature to understand the importance of individualism, society and culture; all leading to live together in peace.</p> <p>2.5 Be able to translate passage and various statements from English to Thai and Thai to English such as informative statement (news and documentary), sensational statement (novel), persuasive statement (speech and address) including statement using specific vocabulary field accurately, entirely and deliberately; all from the understanding of Thai and English language structures.</p>				
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<p>3. Cognitive Skills</p> <p>3.1 Apply English language knowledge for working effectively.</p> <p>3.2 Apply English language knowledge for analyzing and criticizing reasonably and resolve problem systematically</p>	<p>* Organize groups for assignments that employ cooperative learning and problem-based learning to encourage students to work collaboratively.</p> <p>* Instruct student on leadership and cooperative skills for every day and professional situations on group assignments.</p>	<p>Authentic Assessments) on Behavioral observation and peer evaluation for pair & group work & team assignments.</p>	<p>Wk.3,8,10,11,13,</p>	<p>50%</p>
<p>4. Interpersonal Skills and responsibility</p> <p>4.1 Apply English language knowledge for working with others effectively, express leadership, concern with self-duty and be open-minded to listen to others' opinion as well as adjust oneself to variations in workplace and society.</p> <p>4.2 Gather skills and knowledge of</p>	<p>*Assign tasks that involve the use of technology in writing for information on various every day and professional situations.</p> <p>* Encourage students to utilize a variety of technological resources in accomplishing the assignments.</p>	<p>Students will be evaluated through</p> <p>*In-class activities</p> <p>*assignments</p> <p>*final Exam</p>	<p>Wks. 2 to 16</p>	<p>50%</p> <p>10%</p> <p>30%</p>

English language for individual's work effectively				
<p>5.Numerical Analysis, Communication and Information Technology Skills</p> <p>5.1 Have an individual's ability to find, evaluate, and compose clear information through writing and other mediums on various digital platforms; be able to give a presentation in the meeting with technology.</p> <p>5.2 Apply digital technology for improving English language in working effectively.</p>	<p>Assign tasks that involve the use of technology in writing for information on various every day and professional situations.</p> <p>* Encourage students to utilize a variety of technological resources in accomplishing the assignments.</p>	<p>Students will be evaluated through</p> <p>*In-class activities</p> <p>*assignments</p> <p>*final Exam</p>	<p>Wks. 2 to 16</p>	<p>50%</p> <p>10%</p> <p>30%</p>

Section 5: Lesson Plan and Evaluation

5.1 Lesson plan

Week No. & (No. of hours)	Topics / Details	Teaching Strategies / Activity/Exercises	Teaching Materials	Assessment and Evaluation (Percentage)	Lecturer
1 (3 Hrs.)	-Course Specification and class rules - Using Different Types of Sentences, Fragments and Tenses –Part 1	-Explain class discipline, rules and course specification. - Interactive lecture (1) on the concept of the topic which involves critical, analytical thinking & inquiry tasks based learning Activity: (1) - Students practice the concept orally -Students practice Exercises - Students practice writing, critically, analytically, and logically on the given topics.	Course specification, Attendance& score sheets, Instructional manual, microphone, & visual aids.	Affective domain= 10% In-class Activity=10%	Asst.Prof.Neeru Shusatayasakul

<p>2 (3 Hrs.)</p>	<p>Using Different Types of Sentences, Fragments and Tenses- Part 2 (Practice rewriting paragraphs in different tenses)</p>	<p>- Interactive lecture (2) on the concept of the topic which involves critical, analytical thinking & inquiry tasks based learning. Activity: (2) - Students practice the concept orally -Students practice Exercises - Students practice writing, critically, analytically, and logically on the given topics.</p>	<p>Attendance& score sheets, Instructional manual, microphone, & visual aids.</p>	<p>Affective domain= 10% In-class Activity=10%</p>	<p>Asst.Prof.Neeru Shusatayasakul</p>
<p>3 (3 Hrs.)</p>	<p>Writing Process and Paragraph Writing Strategies -Develop your writing skills - Practice Writing - Paragraph Writing Strategies - Paragraphs Writing Assignments</p>	<p>Interactive lecture (3) on the concept of the topic which involves analytical, Critical, logical thinking & inquiry tasks-based learning Activity:(3) - Students practice the concept orally -Students practice Exercises - Students discuss in groups, critically, analytically, and logically on the given</p>	<p>Attendance& score sheets, Instructional manual, microphone, & visual aids.</p>	<p>Affective domain= 10% In-class Activity=10% Assignment = 50%</p>	<p>Asst.Prof.Neeru Shusatayasakul</p>

		topics. Assignment (1)			
4 (3Hrs.)	Paragraph Formats and Parts of a Paragraph-	Interactive lecture (4) on the concept of the topic which involves analytical, Critical, logical thinking & inquiry tasks-based learning Activity:(4) - Students practice the concept orally -Students practice Exercises - Students discuss in groups, critically, analytically, and logically on the given topics.	Attendance& score sheets, Instructional manual, microphone, & visual aids.	Affective domain= 10% In-class Activity=10%	Asst.Prof.Neeru Shusatayasakul
5 (3 Hrs.)	- Writing Topic Sentences and Supporting Sentences of a Paragraph-part 1 -A Topic Sentence in depth -Supporting Sentences in depth -Writing Practice	Interactive lecture (5) on the concept of the topic which involve knowledge based learning Activity:(5) - Students practice the concept orally - Students practice exercises	Attendance& score sheets, Instructional manual, microphone, & visual aids.	Affective domain= 10% In- class Activity=10%	Asst.Prof.Neeru Shusatayasakul

		- Students practice writing various topic sentences critically, analytically, and logically.			
6 (3 Hrs.)	<p>Writing Topic Sentences and Supporting Sentences of a Paragraph-Part 2</p> <p>A. A Concluding Sentence in –depth</p> <p>B. Writing Practice</p>	<p>Interactive lecture (6) on the concept of the topic which involves analytical, Critical, logical thinking & inquiry tasks-based learning</p> <p>Activity:(6)</p> <p>- Students practice the concept orally</p> <p>-Students practice Exercises</p> <p>- Students practice writing supporting sentences critically, analytically, and logically on the given topics.</p>	Attendance& score sheets, Instructional manual, microphone, & visual aids.	Affective domain= 10% In-class Activity=10%	Asst.Prof.Neeru Shusatayasakul

<p>7 (3 Hrs.)</p>	<p>-Understanding Different Types of Paragraphs -Descriptive paragraph -Narrative paragraph -Expository paragraph -Persuasive paragraph -Exercises</p>	<p>- Interactive lecture (7) on the concept of the topic which involve knowledge based learning Activity:(7) - Students practice the concept orally -Students practice Exercises - Students discuss in small groups on types of paragraphs critically, analytically, and logically.</p>	<p>Attendance& score sheets, Instructional manual, microphone, & visual aids.</p>	<p>Affective domain= 10% In-class Activity=10% Assignment =50%</p>	<p>Asst.Prof.Neeru Shusatayasakul</p>
<p>8 (3 Hrs.)</p>	<p>Descriptive Pparagraphs -Understanding Descriptive Paragraphs In-Depth -Signal -Words Used For Description Writing - Writing Assignment</p>	<p>-Interactive lecture (8) in depth on the concept of the topic which involve knowledge based learning Activity:(8) - Students practice the concept orally -Students practice Exercises - Students practice writing, critically, analytically, and logically on the given topics. Assignment (2)</p>	<p>Attendance& score sheets, Instructional manual, microphone, & visual aids.</p>	<p>Affective domain= 10% In-class Activity=10%</p>	<p>Asst.Prof.Neeru Shusatayasakul</p>

<p>9 (3 Hrs.)</p>	<p>Narrative Paragraphs -Understanding Narrative Paragraphs -Narrative (Timeline) Transitions -Writing Assignment</p>	<p>Interactive lecture (9) in depth on the concept of the topic which involves analytical, Critical, logical thinking skills & inquiry, evidence tasks-based learning Activity:(9) - Students practice the concept orally -Students practice Exercises - Students practice writing, critically, analytically, and logically on the given topics. Assignment (3)</p>	<p>Attendance& score sheets, Instructional manual, microphone, & visual aids.</p>	<p>Affective domain= 10% In-class Activity=10% Assignment =50%</p>	<p>Asst.Prof.Neeru Shusatayasakul</p>
<p>10 (3 Hrs.)</p>	<p>- Expository Paragraphs -Understanding Expository Paragraphs -Types of Expository Paragraphs -Informative Paragraphs - Comparison and Contrast</p>	<p>- Interactive lecture (10) on the concept of the topic which involves analytical, Critical, logical thinking skills & inquiry, evidence & tasks-based learning Activity:(10) - Students practice the concept orally</p>	<p>Attendance& score sheets, Instructional manual, microphone, & visual aids.</p>	<p>Affective domain= 10% In-class Activity=10%</p>	<p>Asst.Prof.Neeru Shusatayasakul</p>

	<p>-Cause and Effect Paragraphs</p> <p>Paragraphs Exercises</p> <p>Informative Paragraphs</p> <p>-Understanding Informative Paragraphs</p> <p>- Possible Transition Words, Used for Informative Paragraphs</p> <p>- Writing Assignment</p>	<p>-Students practice Exercises</p> <p>- Students discuss in small groups on types of expository paragraph</p> <p>Critically, analytically, and logically on the given topics.</p>			
<p>11 (3hrs)</p>	<p>Comparison and Contrast Paragraphs</p> <p>-Understanding Comparison and Contrast Paragraphs</p> <p>- Key Words for Compare and Contrast</p> <p>-Writing Assignment</p>	<p>- Interactive lecture (11) in depth on the concept of the topic, which involves analytical, critical, logical thinking skills & inquiry, evidence & tasks-based learning</p> <p>Activity(11):</p> <p>- Students practice the concept orally</p> <p>-Students practice Exercises</p>	<p>Attendance& score sheets, Instructional manual, microphone, & visual aids.</p>	<p>Affective domain= 10%</p> <p>In-class Activity = 10%</p> <p>Assignment = 50%</p>	<p>Asst.Prof.Neeru Shusatayasakul</p>

<p>12 (3hrs.)</p>	<p>Cause and Effect Paragraphs: -Understanding Cause and Effect Paragraphs -Cause/Effect Vocabulary</p>	<p>- Students practice writing, critically, analytically, and logically on the given topics. Assignment (4)</p> <p>Interactive lecture (12) in depth on the concept of the topic which involves analytical, Critical, logical thinking skills & inquiry, evidence & tasks-based learning Activity:(12)</p> <p>- Students practice the concept orally -Students practice Exercises - Students practice writing, critically, analytically, and logically on the given topics.</p>	<p>Attendance& score sheets, Instructional manual, microphone, & visual aids.</p>	<p>Affective domain= 10% In-class Activity = 10%</p>	<p>Asst.Prof.Neeru Shusatayasakul</p>
<p>13 (3hrs.)</p>	<p>- Example of a Cause and Effect Paragraphs</p>	<p>Interactive lecture (13) in depth on the concept of the topic which involves</p>	<p>Attendance& score sheets, Instructional manual,</p>	<p>Affective domain= 10%</p>	<p>Asst.Prof.Neeru Shusatayasakul</p>

	<p>- Cause/Effect Signal Words and Phrases</p> <p>-Writing Assignment</p>	<p>analytical, Critical, logical thinking skills & inquiry, evidence & tasks-based learning</p> <p>Activity:(13)</p> <ul style="list-style-type: none"> - Students practice the concept orally -Students practice Exercises - Students practice writing, critically, analytically, and logically on the given topics. <p>Assignment (5)</p>	<p>microphone, & visual aids.</p>	<p>In-class Activity = 10% Assignment = 50%</p>	
<p>14 (3Hrs.)</p>	<p>- Persuasive Paragraphs</p> <p>-Understanding Persuasive Paragraphs</p> <p>- Persuasive Writing Signal Words</p>	<p>- Interactive lecture (14) in depth on the concept of the topic which involves analytical, Critical, logical thinking skills & inquiry, evidence & tasks-based learning.</p> <p>Activity(14):</p> <ul style="list-style-type: none"> - Students practice the concept orally - students practice language & 	<p>Attendance& score sheets, Instructional manual, microphone, & visual aids.</p>	<p>Affective domain= 10% In-class Activity = 10%</p>	<p>Asst.Prof.Neeru Shusatayasakul</p>

<p>15 (3Hrs.)</p>	<p>Persuasive Paragraphs - Example of a Persuasive Paragraph -In- Class Writing Persuasive paragraphs</p>	<p>professional skills -Students practice writing on the given situations.</p> <p>Interactive lecture (15) in depth on the concept of the topic which involves analytical, Critical, logical thinking skills & inquiry, evidence & tasks-based learning.</p> <p>Activity(15): - Students practice the concept orally - students practice writing - on the given situations</p>	<p>Attendance& score sheets, Instructional manual, & visual aids.</p>	<p>Affective domain= 10% In-class Activity=10%</p>	<p>Asst.Prof.Neeru Shusatayasakul</p>
<p>16</p>	<p>Final Examination</p>	<p>Students take the Exam.</p>	<p>Attendance & score sheets</p>	<p>30%</p>	<p>Asst.Prof.Neeru Shusatayasakul</p>

5.2 Measurement and Evaluation

1.Measurement:	Score
1.1 In class Activity	10%
1.2 Writing Assignments	50%
1.3 Affective Domain	10%
1.4. Final examination	30%

2. Grade Evaluation: Norm-Referenced Criterion-Referenced

Grading Criteria

Score	Grade
90-100	A
85-89	B ⁺
75-84	B
70-74	C ⁺
60-69	C
55-59	D ⁺
50-54	D
0-49	F

Section 6: Learning Resources

6.1 Texts and main documents

Shusatayasakul, N. (2020). *Paragraph Writing Strategies*, (Learning materials),Suan Dusit

Graphic Site.

6.2 Documents and important information

1)) various web-sites relevant to lessons

6.3 Documents and recommended information

1) Reference books as required

2) SDU e-learning supplements

Section 7: Course Evaluation and Improvement

7.1 Course evaluation strategies

- 1) Confidential Evaluation of the course by English Program on line.

7.2 Teaching evaluation strategies

- 1) Students’ evaluation of classes
- 2) Observation of classes

7.3 Teaching Improvement Process

- 1) Training and workshops on pedagogy
- 2) Peer observation
- 3) Collegial sharing and reflection

7.4 Standard verification of student achievement

Verification of student learning outcome is done through behavioral observation, in -class activities, assignments, presentations and Interview.

Learning Outcome	Evaluation Methods		
	Behavioral Observation	Tests / Exams	Activities / Presentations
Morals and ethics	✓	✓	✓
Knowledge		✓	✓
Cognitive Skills	✓	✓	✓
Interpersonal skills and responsibility	✓	✓	✓
Analytical, Communicative and IT skills		✓	✓

7.5 Action plan for verifying and improving course effectiveness

- 1) Verification is done following the standards in 7.4.
- 2) Check effectiveness of course from students’ score.