



## Course Specification

Course Title English for Self Direction

Course Code 1500120

Semester 1 Academic Year 2020

Bachelor of Arts Programme in Hospitality Management  
(International Programme)

School of Tourism and Hospitality Management  
Suan Dusit University

## Course Specification

**Name of institution** Suan Dusit University  
**Campus/faculty/department** School of Tourism and Hospitality Management

### Section1 General Information

**1. Course code and course title**

1500121 English for Self-Direction

**2. Number of credits**

4 (4-0-8)

**3. Curriculum and type of subject**

General Education

**4. Responsible faculty members**

**4.1 course coordinator** Chanapa Nicrothanont

**4.2 Instructors:** Chanapa Nicrothanont **Section :** S1

**5. Semester / year of study**

Semester 1 / Student year 1 Academic year 2020

**6. Pre-requisite (if any)**

None

**7. Co-requisites (if any)**

None

**8. Venue of study**

Suan Dusit University

**9. Date of latest revision**

June 28, 2020

## Section 2 Aims and Objectives

### 1. Aims of the Course

#### 1.1 Cognitive skills (knowledge gained from studying)

1.1.1 Students require the knowledge and ability to read for comprehension using reading strategies including surveying and guessing the story before reading. Reading to catch the key important, reading specific information, and the ability to guess the meaning of vocabulary from the context

1.1.2 Students require the knowledge and ability to take notes, transcribe, summaries, interpretations, express opinions, and analyse the pros and cons of the story read and listen logically

1.1.3 Students require the knowledge of vocabulary and expressions related to the subject read and listened.

1.1.4 Students are able to write letters, inquire information, notes and summary reports by using the correct expression

#### 1.2 Skills (ability, practice skills, IT usage received from studying)

1.2.1 Students require skills in using English for communication, exchange, and learning of various contents and contexts correctly and appropriately

1.2.2 Students require competency and skills in searching for information from websites and social media that are reliable to work as assigned.

1.2.3 Students are able to use computer programs and mixed media for effective presentation.

#### 1.3 Affiliation (attitude, morality, ethics received from studying)

1.3.1 Students require the ability to see the value of cooperative learning. A positive attitude towards working with others, able to work and learn the responsibilities within the group effectively

1.3.2 Students entering the class on time, self-discipline, able to work on assignments as scheduled

1.3.3 Students realize the moral and ethical, such as being honest, not to fraud in the exam, presenting information with reference to data sources, not copying the work or impersonating other people's ideas.

### 2. Objectives for developing/improving courses

It enables students to be knowledgeable skills and abilities necessary to build an appropriate human foundation in the 21st century, especially as students are able to learn and develop their English communication skills at a working level. Active Learning by cooperative learning focuses on the learning process, so students are able to connect knowledge gained from reading and listening also able to reasonably think, analyze,

exchange, and present facts and opinions in various contexts. As well as supporting the for knowledge from actual media, both from print media and electronic media, which are up to date in the current situation including being able to apply media technology for work efficiently.

### Section 3: Course description and Implementation

#### 1. Course Description

Reading and understanding of data and information and matters in everyday situations, demonstration of main ideas from what is heard and read, discussion, presentation of ideas related to strengths and weaknesses in one's particular field of study, writing of letters and informal requests, and note-taking of familiar matters and key concepts during discussions

#### 2. Number of Hours per Semester

Lecture (Hour)	Additional class (Hour)	Laboratory/field trip/internship (Hour)	Self-study (Hour)
60 hrs.	-	-	120 hrs.

#### 3. Number of hours that the lecturer provides individual counseling and guidance

- Lecturer who responsible for the module would be giving advices through the module's website, course, or other social media platforms.

- Advice individually as student's requirement.

## Section 4: Learning outcomes. Teaching strategies and evaluation of student learning development

### 1. Moral and Ethics

#### 1.1 Learning results in Moral and Ethical

1.1.1 Good characteristics according to Thai values, i.e. behaving according to the moral principles and ethics. Adore the nation, religion, and HM the King, integrity, and discipline. Keeping the law with ideals of good things, gratitude, respect for adults, and know how to preserve Thai culture and traditions

1.1.2 Know how to save appropriately following the philosophy of sufficiency economy

1.1.6 Being a Suan Dusit people, having love and faith in the organization, maintain yourself with dignity, determination, dedication, dedication, unity, diligence, knowledge, elaboration, meticulousness and the ability to know accurately what to do. Having an appropriate personality, showing leadership and being adaptive in a proper situation which would represent the university to public

#### 1.2 Teaching methods

1.2.1 Create work activities by analyzing student's learning behavior, moral, and ethical learning. Responsible for assigned tasks and create work that suitable for the module, as well as, punctuality in delivery and attendance.

1.2.2 Given individual and group assignments for Honest which would reflect on moral and ethical behaviors.

#### 1.3 Evaluation strategies in Moral and Ethics

1.3.1 Assess by observing and deliberating compiled during class discussion. Punctuality in delivery and attendance.

1.3.2 Assess by observing the major behavior and class engagement such as; proper manner, appropriate personality and grooming, attempted, endurance, and seek for knowledge.

### 2. Knowledge

#### 2.1 Learning outcomes in Knowledge

2.1.1 Enable to use extensive knowledge in order to enhance human integrity.

2.1.2 Sweeping vision

2.1.3 Having knowledge and understanding of matters relating to oneself and others, society, arts, culture, and nature.

2.1.4 Knowledge of English and other basic knowledges.

## **2.2 Teaching methods**

2.2.1 Emphasizing on learners by using different activities for example; exchanging thoughts which requires explanation and summary underlining listening and speaking skills.

2.2.2 Assign work project individually or small group about Thai and International cultures by searching from resources both from books and electronic platforms, then present by oral presentation and report.

2.2.3 Each project and report will be assessed by evaluate the content and language using.

## **3. Intellectual Skills**

### **3.1 Learning results in Intellectual Skills**

3.1.1 Have long-term knowledge seeking skills for continuous self-improvement.

3.1.2 Having a holistic and logical thinking skills.

3.1.3 Having skills in analytical thinking and problem solving.

3.1.4 Having professional skills and which required in the 21st century

### **3.2 Teaching strategies that use Intelligence Development**

3.2.1 Assign tasks for self-study to increase knowledge from various channels.

3.2.2 Determine activities or situations to practice English language skills that support the exchange of ideas, giving opinions, and reflecting their own ideas.

3.2.3 Assign work project individually or small groups by encouraging the use of vocabulary, expressions, and grammar in various contexts in the form of oral presentation or report writing.

### **3.3 Strategies for evaluating Learning skills in Intelligence**

3.3.1 Assess from organizing teaching and learning activities, reporting, and projects.

3.3.2 Sub-tests during the activity of teaching and learning according to the skills practiced each week.

3.3.3 Present the work in class by evaluating the content and language usage according to the criteria (Rubrics).

## **4. Interpersonal Skills and Responsibility**

### **4.1 Results of learning about skills, relationships between individuals, and responsibilities**

4.1.2 Being a valuable citizen and responsible for Thai society and world society.

4.1.3 Understanding the multicultural society, skills to interact with others creatively, realize and understand the culture of the living society Including understanding of cultural differences and able to adapt in a multicultural society appropriately.

#### **4.2 Teaching strategies used to develop Learning skills, Interpersonal Relationships and Responsibilities**

4.2.1 Assign tasks by organizing learning activities such as; work in pair and group activity.

4.2.2 Use question-answer activities by encourage student to give comments which requires reflecting ideas on using English in communication.

4.2.3 Assign students to present the work in groups by dividing the roles and responsibilities in the group.

4.2.4 Determine situations or issues related to culture in order to encourage widespread reflection and discussion.

#### **4.3 Evaluation strategies in Learning skills in Interpersonal Relationships and Responsibilities**

4.3.1 Observing behavior during dual and groups activity, reflection thinking, English used and listening to others.

4.3.2 Evaluate the accuracy of presentation using English content skills.

4.3.3 Observe and evaluate responsibility, cooperation in activities, having leadership and being a good follower according to their roles and responsibilities.

4.3.4 Assess the work piece, work group, pair project or / and report according to specified criteria.

### **5. Numerical Analysis, Communication, and Information Technology Skills**

#### **5.1 Expected outcome on Numerical Analysis, Communication, and Information Technology Skills**

5.1.2 Enable to use English for communication and reflection effectively.

#### **5.2 Teaching strategies used to develop Numerical Analysis skills Communication and use of Information Technology.**

5.2.1 Assign additional tasks in order to research information using information technology and statistical data.

5.2.2 Determine situations that encourage the uses of the actual statistical data to practice English skills.

5.2.3 Define activities to encourage the use of English language to present facts, express opinions, express opinions, emotions, and feelings in the relevant topics.

#### **5.3 Strategies for evaluating learning skills in Numerical Analysis Communication and use of Information Technology**

5.3.1 Questioning and observing on how to use information technology in researching information.

5.3.2 Assess the project or work pieces in order to collect the presentation results which assigned Including the accuracy in using English content.

## Section 5 Teaching and Evaluation Plans

## 1. Teaching plan

Week	Topic	Hour	Teaching & Learning Activities, Instructional Media (if any)	Instructor
1	Course Orientation Pre-test Unit 1 Signs and Labels in Everyday Life <ul style="list-style-type: none"> <li>● Test Yourself</li> <li>● Warm-up</li> <li>● Reading: Signs and Labels</li> <li>● Vocabulary: prohibit, nutrition, ingredients, bleach, discharge, etc.</li> <li>● Language and Grammar: Imperatives</li> <li>● Writing: Creating your own sign and label</li> </ul>	4	<ol style="list-style-type: none"> <li>1. Teacher introduces the course description, course objectives, content, methods of teaching and activities, teaching material, and assessment and evaluation.</li> <li>2. Teacher informs the policy and learning and teaching quality assurance system.</li> <li>3. Teacher tells students the classroom rules and regulations.</li> <li>4. Teacher asks students to do the pre-test before studying the course.</li> <li>5. Teacher introduces “Test Yourself” and let students to do the test before the lesson begins.</li> <li>6. Teacher motivates students to see pictures of signs and labels and encourages them to discuss the questions in small groups.</li> <li>7. Teacher lets students read the given signs and labels quickly for the gist and motivate them to find specific information by asking 5Ws1H questions as well as let them share ideas with their classmates.</li> </ol>	Chanapa Microthano nt



Week	Topic	Hour	Teaching & Learning Activities, Instructional Media (if any)	Instructor
			<p>8. Teacher has students learn vocabulary in context.</p> <p>9. Teacher describes expressions and grammar points found in the signs and labels if needed.</p> <p>10. Teacher assigns students to do some exercises and checks their comprehension.</p> <p>11. Teacher explains basic writing guidelines of a sign and elements of a label.</p> <p>12. Teacher has students practice writing.</p> <p>13. Teacher has students create their own signs and labels and present them to the class.</p> <p>14. Teacher concludes the lesson by summarizing the main points.</p> <p><b>Sources</b></p> <p>1. Textbooks</p> <p>2. Documents and suggested websites.</p> <p>3. PowerPoint</p> <p>4. Online lecturing</p> <p>5. WBSC</p> <p>6. Microsoft Team</p> <p>7. Zoom, Line</p>	
2	Unit 2 Tables and Graphs <ul style="list-style-type: none"> <li>● Test Yourself</li> <li>● Warm-up</li> </ul>	4	<p>1. Teacher introduces “Test Yourself” and let students to do the test before the lesson begins.</p>	Chanapa Nicrothano nt

Week	Topic	Hour	Teaching & Learning Activities, Instructional Media (if any)	Instructor
	<ul style="list-style-type: none"> <li>● Reading: Tables and Graphs</li> <li>● Vocabulary: vegetarian, sales, average, highest, lowest, etc.</li> <li>● Language and Grammar: Language for Describing Changes and Movements – Nouns, Verbs, Adjectives, Adverbs, Prepositions</li> <li>● Writing: Creating a table and a graph</li> </ul>		<ol style="list-style-type: none"> <li>2. Teacher motivates students to brainstorm ideas on tables and graphs and encourage students in small groups to think critically about their different uses.</li> <li>3. Teacher lets students read through the given tables and graphs and motivate them to find specific information by asking questions as well as share ideas with their classmates.</li> <li>4. Teacher has students learn vocabulary in context.</li> <li>5. Teacher explains mostly used adverbs and adjectives in describing graphs.</li> <li>6. Teacher assigns students to do some exercises and checks their comprehension.</li> <li>7. Teacher explains parts of the table and graph along with the contents of a report based on the graph.</li> <li>8. Teacher has students practice writing by following given guideline.</li> <li>9. Teacher has students create their own tables and graphs and present them to the class.</li> </ol>	

Week	Topic	Hour	Teaching & Learning Activities, Instructional Media (if any)	Instructor
			<p>10. Teacher concludes the lesson by summarizing the main points.</p> <p><b>Sources</b></p> <ol style="list-style-type: none"> <li>1. Textbooks</li> <li>2. Documents and suggested websites.</li> <li>3. PowerPoint</li> <li>4. Online lecturing</li> <li>5. WBSC</li> <li>6. Microsoft Team</li> <li>7. Zoom, Line</li> </ol>	
3	<p>Unit 3 Notices and Announcements</p> <ul style="list-style-type: none"> <li>● Test Yourself</li> <li>● Warm-up</li> <li>● Reading: Notices and Announcements</li> <li>● Vocabulary: attractive, register, undersign, participate, collect, etc.</li> <li>● Language and Grammar: Future Simple Tense</li> <li>● Writing: Designing your own notice and announcement for the notice board</li> </ul>	4	<ol style="list-style-type: none"> <li>1. Teacher asks students to read a notice and answer the questions.</li> <li>2. Teacher introduces the lesson by assigning students to read a notice and an announcement and let students have discussion about them.</li> <li>3. Teacher let students read a notice and an announcement and motivate them to find specific information by asking 5Ws1H questions and do the exercise after reading to check their comprehension.</li> <li>4. Teacher has students learn vocabulary in context and checks their comprehension from the exercise provided.</li> <li>5. Teacher explains vocabulary, expressions, grammatical points</li> </ol>	Chanapa Microthano nt

Week	Topic	Hour	Teaching & Learning Activities, Instructional Media (if any)	Instructor
			<p>found in the notices and announcements if needed.</p> <p>6. Teacher assigns students to do some exercises and checks their comprehension.</p> <p>7. Teacher explains writing format of a notice and an announcement.</p> <p>8. Teacher has students practice writing notices and announcements.</p> <p>9. Teacher concludes the lesson by summarizing the main points.</p> <p><b>Sources</b></p> <ol style="list-style-type: none"> <li>1. Textbooks</li> <li>2. Documents and suggested websites.</li> <li>3. PowerPoint</li> <li>4. Online lecturing</li> <li>5. WBSC</li> <li>6. Microsoft Team</li> <li>7. Zoom, Line</li> </ol>	
4	Unit 4 Advertisements <ul style="list-style-type: none"> <li>● Test Yourself</li> <li>● Warm-up</li> <li>● Reading: Advertisements</li> <li>● Vocabulary: career, opportunity, currently,</li> </ul>	4	<ol style="list-style-type: none"> <li>1. Teacher asks students to read the advertisement and answer the questions.</li> <li>2. Teacher introduces the lesson by showing an advertisement and asks students have discussion about the advertisement in small groups.</li> </ol>	Chanapa Microthano nt

Week	Topic	Hour	Teaching & Learning Activities, Instructional Media (if any)	Instructor
	participate, participant, etc. <ul style="list-style-type: none"> <li>● Language and Grammar: Conditional Sentences</li> <li>● Writing: Designing an advertisement</li> </ul>		<ol style="list-style-type: none"> <li>3. Teacher let students read an advertisement and motivate them to find specific information by asking 5Ws1H questions and do the exercise after reading to check their comprehension.</li> <li>4. Teacher has students learn vocabulary in context and checks their comprehension from the exercise provided.</li> <li>5. Teacher explains vocabulary, expressions, grammatical points found in the advertisements if needed.</li> <li>6. Teacher assigns students to do some exercises and checks their comprehension.</li> <li>7. Teacher explains writing components of an advertisement.</li> <li>8. Teacher has students practice writing an advertisement.</li> <li>9. Teacher concludes the lesson by summarizing the main points.</li> </ol>	
5	Unit 5 Instructions <ul style="list-style-type: none"> <li>● Test Yourself</li> <li>● Warm-up</li> <li>● Reading: Instructions</li> <li>● Vocabulary: provide, specific, discuss,</li> </ul>	4	<ol style="list-style-type: none"> <li>1. Teacher asks students to read a process paragraph and find the correct transition words.</li> <li>2. Teacher introduces the lesson by showing pictures of instructions and asks students have discussion the questions in small group.</li> </ol>	Chanapa Microthano nt

Week	Topic	Hour	Teaching & Learning Activities, Instructional Media (if any)	Instructor
	<p>deposit, interest, etc.</p> <ul style="list-style-type: none"> <li>● Language and Grammar: Transition Words, Modal Verbs</li> <li>● Writing: Writing instructions on how to prepare oneself before a reading class</li> </ul>		<ol style="list-style-type: none"> <li>3. Teacher asks students read the passage in the topic of “How to open a checking account at the bank” and motivate them to find specific information by asking 5Ws1H questions.</li> <li>4. Teacher has students learn vocabulary in context.</li> <li>5. Teacher explains vocabulary, expressions, grammatical points found in the passage if needed.</li> <li>6. Teacher assigns students to do some exercises and checks their comprehension.</li> <li>7. Teacher explains basic writing structure of instructions in paragraph.</li> <li>8. Teacher has students practice writing instructions.</li> <li>9. Teacher concludes the lesson by summarizing the main points.</li> </ol> <p><b>Sources</b></p> <ol style="list-style-type: none"> <li>1. Textbooks</li> <li>2. Documents and suggested websites.</li> <li>3. PowerPoint</li> <li>4. Online lecturing</li> <li>5. WBSC</li> <li>6. Microsoft Team</li> <li>7. Zoom, Line</li> </ol>	

Week	Topic	Hour	Teaching & Learning Activities, Instructional Media (if any)	Instructor
6	Unit 6 Itineraries <ul style="list-style-type: none"> <li>● Test Yourself</li> <li>● Warm-up</li> <li>● Reading: Itinerary</li> <li>● Vocabulary: itinerary, visit, arrival, explore, experience, etc.</li> <li>● Language and Grammar: Future Continuous Tense</li> <li>● Writing: Designing a travel itinerary</li> </ul>	4	<ol style="list-style-type: none"> <li>1. Teacher introduces the lesson by showing samples of travel itineraries and identifies the key components of the itinerary to familiarize them with the structure and content of itineraries.</li> <li>2. Teacher lets students read and scan the sample itineraries to motivate them to find specific and important information by asking 5Ws1H questions and to encourage them to share their ideas through a class discussion.</li> <li>3. Teacher has students learn vocabulary in context.</li> <li>4. Teacher explains the verb tense used in writing itineraries.</li> <li>5. Teacher assigns students to do some exercises to check comprehension.</li> <li>6. Teacher explains the writing structure and format of an itinerary.</li> <li>7. Teacher has students practice writing by creating their own travel itineraries.</li> <li>8. Teacher concludes the lesson by summarizing the main points.</li> </ol>	Chanapa Nicrothano nt

Week	Topic	Hour	Teaching & Learning Activities, Instructional Media (if any)	Instructor
7	Unit 7 Recipes <ul style="list-style-type: none"> <li>● Test Yourself</li> <li>● Warm-up</li> <li>● Reading: Recipes</li> <li>● Vocabulary: mash, garnished, scorch, preheat, simmer, etc.</li> <li>● Language and Grammar: Abbreviations, Food Weights and Measures</li> <li>● Writing: Creating your own recipe</li> </ul>	4	<ol style="list-style-type: none"> <li>1. Teacher asks the students to complete Test Yourself.</li> <li>2. Teacher has students read recipes: Chicken, coconut and galangal soup (tom kha gai) and Dark Chocolate Swirl Banana Bread.</li> <li>3. Teacher explains vocabulary, grammatical points, and expressions found in the recipes if needed.</li> <li>4. Teacher checks students' comprehension by asking 5Ws 1H questions.</li> <li>5. Teacher asks students to have group discussion in order to calculate the proportion of ingredients.</li> <li>6. Teacher has students search for a recipe of ASEAN food, adapt the ingredient, and write their own recipes.</li> <li>7. Teacher concludes the lesson by summarizing the main points.</li> </ol> <p><b>Sources</b></p> <ol style="list-style-type: none"> <li>1. Textbooks</li> <li>2. Documents and suggested websites.</li> <li>3. PowerPoint</li> <li>4. Online lecturing</li> <li>5. WBSC</li> </ol>	Chanapa Nicrothano nt



Week	Topic	Hour	Teaching & Learning Activities, Instructional Media (if any)	Instructor
			6. Microsoft Team 7. Zoom, Line	
8	Quiz Unit 8 Short Stories <ul style="list-style-type: none"> <li>● Test Yourself</li> <li>● Warm-up</li> <li>● Reading: Short Stories</li> <li>● Vocabulary: mischief, granted, inquire, disgust, gaze, etc.</li> <li>● Language and Grammar: Conjunctions</li> <li>● Writing: Creating your short story</li> </ul>	4	<ol style="list-style-type: none"> <li>1. Teacher lets students do the quiz.</li> <li>2. Teacher introduces the lesson by talking about superstitious believes of people and has students guess if a particular thing or action will bring good luck or bad luck.</li> <li>3. Teacher divides students into groups, asks them about their personal superstitious believes and has them present their answers to class.</li> <li>4. Teacher introduces a short story entitled “The Monkey’s Paw.” In advance classes, students may read a whole story individually. In other classes such as non-English major, teacher may divide a story into smaller parts and ask each group of students to read each part and tell each part to class.</li> <li>5. While students are reading, teacher encourages them not to check word meanings from dictionaries but to guess the meanings from context instead.</li> </ol>	Chanapa Microthano nt

Week	Topic	Hour	Teaching & Learning Activities, Instructional Media (if any)	Instructor
			<p>6. After finishing each part, teacher explains the major elements of short stories that are setting, characters, plot, conflicts, and theme. Then have students complete reading comprehension exercises.</p> <p>7. After finishing the whole story, teacher explains grammar points of conjunctions and has students complete the writing exercises and the short story.</p> <p>8. Teacher asks students to reflect what they learn from the unit.</p> <p><b>Sources</b></p> <ol style="list-style-type: none"> <li>1. Textbooks</li> <li>2. Documents and suggested websites.</li> <li>3. PowerPoint</li> <li>4. Online lecturing</li> <li>5. WBSC</li> <li>6. Microsoft Team</li> <li>7. Zoom, Line</li> </ol>	
9	Unit 9 News <ul style="list-style-type: none"> <li>● Test Yourself</li> <li>● Warm-up</li> <li>● Reading: News</li> <li>● Vocabulary: aesthetically,</li> </ul>	4	<ol style="list-style-type: none"> <li>1. Teacher introduces the lesson by showing pictures of different news stories and encourages students in small groups to discuss the questions.</li> <li>2. Teacher lets students to read the news headlines for general comprehension and motivate</li> </ol>	Chanapa Nicrothano nt

Week	Topic	Hour	Teaching & Learning Activities, Instructional Media (if any)	Instructor
	<p>traumatized, federal, defiance, dispersed, etc.</p> <ul style="list-style-type: none"> <li>● Language and Grammar: Reported Speech</li> <li>● Writing: Creating your own imaginative news story</li> </ul>		<p>them to find specific information by looking for answers to 5Ws1H questions in the news articles as well as let them share ideas with their classmates.</p> <ol style="list-style-type: none"> <li>3. Teacher has students learn vocabulary in context.</li> <li>4. Teacher describes expressions and grammar points found news articles.</li> <li>5. Teacher assigns students to do some exercises and checks their comprehension.</li> <li>6. Teacher explains the basic writing structure of a news report.</li> <li>7. Teacher has students practice writing by following the given guidelines.</li> <li>8. Teacher has students create their own news report.</li> <li>9. Teacher concludes the lesson by summarizing the main points.</li> </ol> <p><b>Sources</b></p> <ol style="list-style-type: none"> <li>1. Textbooks</li> <li>2. Documents and suggested websites.</li> <li>3. PowerPoint</li> <li>4. Online lecturing</li> <li>5. WBSC</li> <li>6. Microsoft Team</li> <li>7. Zoom, Line</li> </ol>	

Week	Topic	Hour	Teaching & Learning Activities, Instructional Media (if any)	Instructor
10	Unit 10 Comic Strips <ul style="list-style-type: none"> <li>● Test Yourself</li> <li>● Warm-up</li> <li>● Reading: Comic Strips</li> <li>● Vocabulary: admire, hearty, gaminess, truffle, rare, etc.</li> <li>● Language and Grammar: Present Simple Tense</li> <li>● Writing: Creating the comic strip</li> </ul>	4	<ol style="list-style-type: none"> <li>1. Teacher introduces the lesson by showing samples of comic strips and identifies the key elements of a comic strip to familiarize them with the structure and content.</li> <li>2. Teacher lets students read comic strips with varying topics to motivate them to share their views and opinions about what they have read by asking 5Ws1H questions in a class discussion.</li> <li>3. Teacher has students learn vocabulary in context.</li> <li>4. Teacher explains the verb tense used when writing dialogues for comic strips.</li> <li>5. Teacher assigns students to do some exercises to check comprehension.</li> <li>6. Teacher explains the different parts and structures of comic strips.</li> <li>7. Teacher has students practice writing by creating their own comic strips.</li> <li>8. Teacher concludes the lesson by summarizing the main points.</li> </ol>	Chanapa Nicrothano nt

Week	Topic	Hour	Teaching & Learning Activities, Instructional Media (if any)	Instructor
			<p><u>Sources</u></p> <ol style="list-style-type: none"> <li>1. Textbooks</li> <li>2. Documents and suggested websites.</li> <li>3. PowerPoint</li> <li>4. Online lecturing</li> <li>5. WBSC</li> <li>6. Microsoft Team</li> <li>7. Zoom, Line</li> </ol>	
11	<p>Unit 11 Notes and Summaries</p> <ul style="list-style-type: none"> <li>● Test Yourself</li> <li>● Warm-up</li> <li>● Reading: Notes and Summaries</li> <li>● Vocabulary: exercise, socialize, beneficial, avoid, nutritious, etc.</li> <li>● Language and Grammar: Phrasal Verbs</li> <li>● Writing: Writing a short summary of what you have read in the article from a newspaper</li> </ul>	4	<ol style="list-style-type: none"> <li>1. Teacher introduces the lesson by letting students answer questions in ‘Test yourself’ part.</li> <li>2. Teacher has students read a short note given and answer questions.</li> <li>3. Teacher explains vocabulary, grammatical points, and expressions found in the note and summary if needed.</li> <li>4. Teacher checks students’ comprehension by asking them to summarize the gist.</li> <li>5. Teacher explains basic elements of a note and summary and tips of writing.</li> <li>6. Teacher asks students to have group discussion in order to find the topics of note-taking and writing summaries.</li> <li>7. Teacher has students write a note and a summary.</li> </ol>	Chanapa Microthano nt

Week	Topic	Hour	Teaching & Learning Activities, Instructional Media (if any)	Instructor
			<p>8. Teacher concludes the lesson by summarizing the main points.</p> <p><b>Sources</b></p> <ol style="list-style-type: none"> <li>1. Textbooks</li> <li>2. Documents and suggested websites.</li> <li>3. PowerPoint</li> <li>4. Online lecturing</li> <li>5. WBSC</li> <li>6. Microsoft Team</li> <li>7. Zoom, Line</li> </ol>	
12	<p>Unit 12 Letters of Request</p> <ul style="list-style-type: none"> <li>● Test Yourself</li> <li>● Warm-up</li> <li>● Reading: Letters of Request</li> <li>● Vocabulary: inquire, advertisement, supply, dated, requested, etc.</li> <li>● Language and Grammar: Prepositions</li> <li>● Writing: Writing a letter of request</li> </ul>	4	<ol style="list-style-type: none"> <li>1. Teacher introduces the lesson by showing a letter of request and has students identify the parts in the letters.</li> <li>2. Teacher divides students into groups, and has them discuss on what opportunities they would write letters of request.</li> <li>3. Teacher has students read a letter of request.</li> <li>4. While students are reading, teacher explain the parts of letter in details including how to write date, salutation and complementary closing.</li> <li>5. After finishing reading, teacher explains that when writing a letter, the writer must use words that are appropriate to the tone</li> </ol>	คณาจารย์

Week	Topic	Hour	Teaching & Learning Activities, Instructional Media (if any)	Instructor
			<p>or the level of formality in that letters. Then teacher has students complete a letter with appropriate words.</p> <p>6. Teacher explains grammar points of prepositions and has students complete a letter with appropriate prepositions.</p> <p>7. Teacher asks students to reflect what they learn from the unit.</p> <p><b>Sources</b></p> <ol style="list-style-type: none"> <li>1. Textbooks</li> <li>2. Documents and suggested websites.</li> <li>3. PowerPoint</li> <li>4. Online lecturing</li> <li>5. WBSC</li> <li>6. Microsoft Team</li> <li>7. Zoom, Line</li> </ol>	
13	Unit 13 Letters to the Editor <ul style="list-style-type: none"> <li>● Test Yourself</li> <li>● Warm-up</li> <li>● Reading: Letters to Editor</li> <li>● Vocabulary: negligible, crackdown, torture, atrocities, carnage, etc.</li> </ul>	4	<ol style="list-style-type: none"> <li>1. Teacher introduces “Test Yourself” and lets students to do the test before the lesson begins.</li> <li>2. Teacher introduces the lesson by showing pictures of letter to the editor and encourage students in small groups to discuss the questions.</li> <li>3. Teacher let students read the given letters to editor quickly for the gist and motivate them to</li> </ol>	Chanapa Microthano nt

Week	Topic	Hour	Teaching & Learning Activities, Instructional Media (if any)	Instructor
	<ul style="list-style-type: none"> <li>● Language and Grammar: Adjectives</li> <li>● Writing: Writing the letter to the editor</li> </ul>		<p>find specific information by asking 5Ws1H questions as well as let them share ideas with their classmates.</p> <ol style="list-style-type: none"> <li>4. Teacher has students learn vocabulary in context</li> <li>5. Teacher describes expressions and grammar points found in the letters to editor if needed.</li> <li>6. Teacher assigns students to do some exercises and checks their comprehension.</li> <li>7. Teacher explains guidelines and format of a letter to editor.</li> <li>8. Teacher has students practice writing.</li> <li>9. Teacher has students create their own letter to editor.</li> <li>10. Teacher concludes the lesson by summarizing the main points.</li> </ol> <p><b>Sources</b></p> <ol style="list-style-type: none"> <li>1. Textbooks</li> <li>2. Documents and suggested websites.</li> <li>3. PowerPoint</li> <li>4. Online lecturing</li> <li>5. WBSC</li> <li>6. Microsoft Team</li> <li>7. Zoom, Line</li> </ol>	



Week	Topic	Hour	Teaching & Learning Activities, Instructional Media (if any)	Instructor
14	Unit 14 General Articles <ul style="list-style-type: none"> <li>● Test Yourself</li> <li>● Warm-up</li> <li>● Reading: General Articles</li> <li>● Vocabulary: official, potential, society, corporation, tolerate, etc.</li> <li>● Language and Grammar: Past Simple Tense</li> <li>● Writing: Writing an article</li> </ul>	4	<ol style="list-style-type: none"> <li>1. Teacher introduces the lesson by letting students answer questions in ‘Test yourself’ part.</li> <li>2. Teacher leads in the lesson by checking students’ comprehension on the characteristics of article.</li> <li>3. Teacher explains how to choose the title.</li> <li>4. Teacher checks students’ comprehension by asking them to choose the title of the paragraph in the general article and answer the questions after reading the general article.</li> <li>5. Teacher explains vocabulary, and grammatical points found in the articles if needed.</li> <li>6. Teacher checks students’ comprehension from the exercises.</li> <li>7. Teacher explains the structure of writing the articles.</li> <li>8. Teacher has students identify the title of each paragraph in the article.</li> </ol>	Chanapa Nicrothano nt

Week	Topic	Hour	Teaching & Learning Activities, Instructional Media (if any)	Instructor
			<p>9. Teacher has students rearrange each paragraph in general article.</p> <p>10. Teacher has students write the article according to the instructions provided.</p> <p>11. Teacher concludes the lesson by summarizing the main points.</p> <p><b>Sources</b></p> <ol style="list-style-type: none"> <li>1. Textbooks</li> <li>2. Documents and suggested websites.</li> <li>3. PowerPoint</li> <li>4. Online lecturing</li> <li>5. WBSC</li> <li>6. Microsoft Team</li> <li>7. Zoom, Line</li> </ol>	
15	<p>Unit 15 Academic Articles</p> <ul style="list-style-type: none"> <li>● Test Yourself</li> <li>● Warm-up</li> <li>● Reading: Academic Articles</li> <li>● Vocabulary: juxtapose, comic book, crooked, sheer, crag, etc.</li> <li>● Language and Grammar:</li> </ul>	4	<ol style="list-style-type: none"> <li>1. Teacher asks the students to complete Test Yourself.</li> <li>2. Teacher has students read academic articles – in topic related to their future profession.</li> <li>3. Teacher explains vocabulary, grammatical points, and expressions found in the articles.</li> <li>4. Teacher checks students' comprehension by asking 5Ws 1H questions.</li> <li>5. Teacher checks students' comprehension by asking them</li> </ol>	Chanapa Microthano nt

Week	Topic	Hour	Teaching & Learning Activities, Instructional Media (if any)	Instructor
	Paraphrasing, Passive Verb Tenses <ul style="list-style-type: none"> <li>● Writing: Designing an infographic</li> </ul> Student Product Exhibition Post-test		<p>to paraphrase and summarize the story.</p> <p>6. Teacher explains the various types of organization patterns in the articles.</p> <p>7. Teacher has students identify the organization patterns of the articles such as narration, description, compare and contrast, and so on.</p> <p>8. Teacher has students create pieces of infographic to explain the articles they read and present them to the classroom.</p> <p>9. Teacher concludes the lesson by summarizing the main points.</p> <p>10. Teacher lets students have the exhibition to display products and projects from what they have learned in the course.</p> <p>11. Teacher asks students to do the post-test.</p> <p><b>Sources</b></p> <ol style="list-style-type: none"> <li>1. Textbooks</li> <li>2. Documents and suggested websites.</li> <li>3. PowerPoint</li> <li>4. Online lecturing</li> <li>5. WBSC</li> <li>6. Microsoft Team</li> <li>7. Zoom, Line</li> </ol>	

Week	Topic	Hour	Teaching & Learning Activities, Instructional Media (if any)	Instructor
16	Final Examination			

**Note:** During the study, each teacher has to assign students to do self-study English Discoveries Online (one level) with the score out of 10. Please find attached the scoring criteria on the last page.

#### Evaluation plan

- Midterm exam                      70%
- Final exam                            30%

Activities	Results	Methods	Week	Percentage
1. Exercises and Assignments	<u>1.1.1, 1.1.2,</u> <u>1.1.5, 1.1.6,</u> <u>2.1.2, 2.1.3,</u> <u>3.1.1, 3.1.2,</u> <u>3.1.3, 3.1.5,</u> <u>4.1.1, 4.1.3,</u> <u>4.1.4, 5.1.1, 5.1.2</u>	- pre-test and post-test - answering questions at the end of the chapter - assigned work such as work piece, project report, etc. in accordance with the specified evaluation criteria (Rubrics) - observing student - the results of the discussion and providing feedback between teachers and students - participation in pairs and groups - observing student teamwork processes - student's project, work in pairs and groups that show the division of duties and responsibilities in the work	Entire semester	40%

Activities	Results	Methods	Week	Percentage
		<ul style="list-style-type: none"> <li>- work piece, project or report using technology for creative work</li> <li>- the use of English Discoveries Online, a program to learn English by themselves</li> </ul>		
2. Quiz	<u>1.1.1, 2.1.2, 3.1.5, 5.1.2</u>	<ul style="list-style-type: none"> <li>- No plagiarism</li> <li>- Quiz</li> <li>- Asking and answering related during study</li> </ul>	8	10%
3. Presentations	<u>2.1.2, 3.1.1, 3.1.5, 4.1.3, 4.1.4, 5.1.1, 5.1.2</u>	<ul style="list-style-type: none"> <li>- Teamwork</li> <li>- Pair and group work, responsibility in group presentation</li> <li>- Asking and answering during class</li> <li>- the use of information technology in presenting</li> </ul>	Entire semester	20%
4. Final Examination	<u>2.1.2, 3.1.5</u>	Examination	16	30%

### 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 Teaching Materials and Resources

### 1. Texts and main documents

Kanokwan Kunlasuth, Sudarat Jatepanjapak, Wilasinee Ploylearmsaeng, Sarapol Chirasawadi, Khacheenuj Chaovanapricha, Laurena, O.P. & Iyer, P. (2019). *English for Self-direction*. Bangkok: Graphic Site Media and Printing Solutions.

### 2. Documents and important information

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### 3. Documents and recommended information

Barnard, R. & Meehan, A. (2005). *Writing for real world 2: An introduction to business writing*. Oxford: Oxford University Press.

Jeffries, L. & Mikulecky, B.S. (2009). *Basic reading power 1*. New York: Pearson Education.

Jeffries, L. & Mikulecky, B.S. (2009). *Reading power 2*. New York: Pearson Education.

Mackey, D. (2006). *Send me an update: A step-by-step approach to business and professional writing*. New York: McGraw-Hill.

Mikulecky, B.S. & Jeffries, L. (2004). *More reading power*. New York: Pearson Education.

Olsher, D. (1996). *Words in motion: An interactive approach to writing*. Oxford: Oxford University Press.

Richards C.J. & Eckstut-Didier, S. (2003). *Strategic reading 3*. Hong Kong: Cambridge University Press.

Seely, J. (2005). *Oxford guide to effective writing and speaking*. Oxford: Oxford University Press.

Zemach, D.E. & Rumisek, L.A. (2003). *College writing from paragraph to essay*. Oxford: Macmillan.

## Section 7 Evaluation and Improvement of Course Management

### 1. Strategies for effective course evaluation by students

- Conversation between instructors and students (Formal and informal) .
- Instructor assessment form and course evaluation form (Via education management system)

**2. Evaluation strategies in teaching methods**

- Observing students' participation in learning activities
- Student results (From assignments and tests)
- Questionnaire

**3. Improvement of teaching methods**

- Take a questionnaire from the assessment of the student's teaching as a guideline for improvement
- Organize a meeting with other instructors in order to exchange opinions
- Conduct a research in class

**4. Evaluation of students' learning outcome**

- Verification of ratings from Randomly inspect student's work.
- Appointing the Audit Committee of Student Learning assessment results by checking the test form, methods, and criteria.

**5. Review and improvement for better outcome**

- Update the course every 5 year by the recommendation and results of standard verification in accordance with the course
- Invite lecturers or instructors in charge to give students a perspective on the apply knowledge

## Appendix

### 1. The instruction of using multimedia English program (English Discovery Online)

#### English Discoveries Online

(Scoring criteria for students' use of English Discoveries Online program)

Criteria	Total Score of 10			
	3 Points	2 Points	1 Point	0 Point
Course Completion (a scaled score of 0 to 3)	100 - 80%	79 - 60%	59 - 40%	39 - 0%
Average Test Score (a scaled score of 0 to 2)	-	100 - 80%	79 - 50%	49 - 0%
Time on Task (a scaled score of 0 to 2)	-	Over 10 hrs.	6-9 hrs.	Less than 6 hrs.
The Number of Units (a scaled score of 0 to 3)	9 - 10 units	8 - 6 units	5 - 3 units	Less than 3 units