

## Course Specification

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

### 1. General Information

#### 1.1 Course code and title

Course code: 1552137      Course title: การเขียนภาษาอังกฤษเชิงวิชาการ  
Academic English Writing

#### 1.2 Number of Credits

3 (3-0-6) credits

#### 1.3 Program and Course Type

- 1) Program : English Program
- 2) Course type : Compulsory Course

#### 1.4 Course Coordinator and Course Lecturers

- 1) Course coordinator: Olivia Patricia Laurena
- 2) Course lecturers: Olivia Patricia Laurena (OPL) and Tyler Duong (TD)

#### 1.5 Semester and Student Year Level

Semester 2 Academic Year 2563 / Year 2

#### 1.6 Prerequisite Courses (if any)

- None -

#### 1.7 Co-requisite Courses (if any)

- None -

#### 1.8 Location (Campus, building and room number)

Suan Dusit University (Rooms to be determined)

#### 1.9 Date of Course Modification

11 November 2020

## **2. Aims and Objectives**

### **2.1 Course Objectives**

1. Practice self- discipline and punctuality in and responsibility for all the assigned work.
2. Demonstrate C1 CEFR proficiency skills in listening and speaking in English on topics related to academic, society and profession; summarizing and synthesizing points and issues heard; have the ability to distinguish various types of information in print and online media, Read, interpret, and critically analyze English and American literature based on relevant literary theories and principles.
3. Have the ability to effectively use the English language throughout the learning process with great efficiency
4. Apply English language knowledge in reasoning and analysis to systematically solve problems

### **2.2 Purpose for course development and modification**

To modify and improve the course through the addition of teaching and learning methods that promote active learning and to provide students with the knowledge and abilities that can improve their listening and speaking skills essential for academic achievement.

### 3. Course Management

#### 3.1 Course Description

กลวิธี และเทคนิคในการเขียนเชิงวิชาการ ได้แก่ การอ้างอิงข้อความ การสื่อสารข้อความของบุคคลอื่นด้วยคำพูดของตนเอง การสรุป และการเขียนโต้แย้ง นาขั้นตอนในกระบวนการเขียนไปปฏิบัติจริง ได้แก่ การระดมความคิด การกำหนดใจความหลัก การวางโครงสร้าง การเขียนร่าง การอ้างอิง การตรวจสอบ และการปรับแก้

Strategies and techniques in academic writing: quoting, paraphrasing, summarizing, and making arguments, utilizing steps in the writing process: brainstorming, formulating the thesis statement, outlining, drafting, referencing, editing, and rewriting

#### 3.2 Teaching hours per semester

Lecture Hours	Additional Teaching Hours	Training and Fieldwork	Self- study Hours
45 hours	2 to 4 hours/week as needed	-	90 hours

#### 3.3 Consultation hours

- 1) Group and/or individual consultations may be arranged twice a week.
- 2) Consultations may also be done through email and social media messaging for convenience.

Contact information:

Olivia: [ajarnolivia@gmail.com](mailto:ajarnolivia@gmail.com)

Mobile number: 0849782346

Tyler: [tyler.sdu@gmail.com](mailto:tyler.sdu@gmail.com)

Mobile number: 0880287888

## 4. Student Learning Development

### Teaching and Assessment

Learning Domains	Teaching Strategies	Assessment Method	Week of Evaluation	Percentage
<p><b><u>Morals and Ethics</u></b></p> <ol style="list-style-type: none"> <li>1. Practice self- discipline and punctuality in and responsibility for all the assigned work.</li> <li>2. Be able to accomplish assigned tasks with great consideration of the moral and ethical standards</li> <li>3. Apply the knowledge of the English language to real-life and social situations</li> </ol>	<p>Promote <b>collaborative learning</b> that can help develop problem-solving skills by prioritizing activities that are done by groups to let students learn to share equal responsibility in accomplishing tasks.</p>	<ul style="list-style-type: none"> <li>- Teacher observation</li> <li>- Peer evaluation</li> </ul>	<p style="text-align: center;">1 – 15</p>	<p style="text-align: center;">10%</p>
<p><b><u>Knowledge</u></b></p> <ol style="list-style-type: none"> <li>1. Demonstrate C1 CEFR proficiency skills in listening and speaking in English on topics related to academic, society and profession; summarizing and synthesizing points and issues heard; have the ability to distinguish various types of information in print and online media, and present them accurately.</li> <li>2. Demonstrate C1 CEFR proficiency skills in reading and writing in English on topics related to academic, society and profession; summarizing and synthesizing points and issues heard; have the ability to distinguish various types of information in print and online media, and present them accurately.</li> </ol>	<p>Employ <b>simulation</b> and <b>interactive demonstrations</b> that can help student learn and practice their listening and speaking skills</p>	<p>Formative and summative assessments:</p> <ul style="list-style-type: none"> <li>- individual and group writing activities (online and face to face)</li> <li>- midterm test</li> <li>- writing project</li> <li>- final exam</li> </ul>	<p style="text-align: center;">1 – 15</p>	<p style="text-align: center;">90%</p>

Learning Domains	Teaching Strategies	Assessment Method	Week of Evaluation	Percentage
<p>3. Apply the knowledge in various areas of English linguistics such as pronunciation, phonetics and phonology; analyze the meanings and origins of words according the English morphology principles, and the structure and meaning of phrases and sentences based on English syntax; and outline the evolution and change of the English language as well as World Englishes</p> <p>4. Read, interpret, and critically analyze English and American literature based on relevant literary theories and principles to understand the importance of individualism, society and culture thereby achieving peaceful coexistence</p> <p>5. Translate from English to Thai and vice versa different types of texts such as textual information in news and documentaries, expressions of feelings in fiction, persuasion in orations and speeches, as well as translations for texts with terminology specific to the field of study, in an articulate and eloquent way resulting from the understanding of the structure of both Thai and English languages.</p>				

Learning Domains	Teaching Strategies	Assessment Method	Week of Evaluation	Percentage
<p><u>Cognitive Skills</u></p> <p>1. Have the ability to effectively use the English language throughout the learning process with great efficiency</p> <p>2. Apply English language knowledge in reasoning and analysis to systematically solve problems</p>	Organize activities that use the problem-based learning method to allow students to think critically and logically and synthesize information from discussions and presentations	Formative and summative assessments: - individual and group writing activities (online and face to face) - midterm test - writing project - final exam	1 – 15	90%
<p><u>Interpersonal Skills and Responsibility</u></p> <p>1. Use knowledge of the English language in working effectively with others; possess leadership skills and understand their roles, listen to other’s opinions, and adjust accordingly to workplace and social diversities</p> <p>2. Integrate English language skills and knowledge to be able to work effectively</p>	Organize activities that employ <b>collaborative learning</b> and <b>problem-based learning</b> to encourage students to work and accomplish tasks together	Behavioural observation and peer evaluation for group tasks and assignments and writing project	1 - 15	60%
<p><u>Analytical, Communicative and IT Skills</u></p> <p>1. Distinguish various types information in English in print and online media and present reports using various technological tools available for usage</p> <p>2. Use available information and communication technologies (ICTs) and digital literacy skills to improve and develop work processes for English tasks</p>	Assign tasks that involve the <b>use of technology</b> in searching for information and encourage students to utilize a variety of <b>technological resources</b> in accomplishing and presenting tasks.	Formative and summative assessments: - individual and group writing activities (online and face to face) - midterm test - writing project - final exam	1 – 15	50%

## 5. Lesson Plan and Evaluation

### 5.1 Lesson Plan

Week No. (No. of hours)	Topics / Details	Teaching Strategies / Exercises	Teaching Materials	Assessment and Evaluation (Percentage)	Lecturer
1 (3 Hrs.)	<ul style="list-style-type: none"> <li>- Course Introduction</li> <li>- Unit 1: Writing Process</li> <li>- Part 1: Background to Writing</li> <li>- Part 2: The Writing Process</li> </ul>	<p><b>Teaching Strategies:</b></p> <ul style="list-style-type: none"> <li>- Explain course syllabus and course requirements</li> <li>- Give a brief introduction of topics to be covered in the course</li> </ul> <p><b>Unit 1:</b></p> <ul style="list-style-type: none"> <li>- Initial group discussion</li> <li>- Vocabulary learning</li> <li>- Interactive lecture on unit concepts</li> </ul> <p><b>Activity / Exercise:</b></p> <ul style="list-style-type: none"> <li>- Summary exercise</li> <li>- Writing activity</li> </ul>	<ul style="list-style-type: none"> <li>- PowerPoint slides</li> <li>- Learning materials</li> <li>- Online resources</li> </ul>	<p>Attendance and participation = 10%</p> <p>Writing activities and assignments = 30%</p>	<ul style="list-style-type: none"> <li>- OPL</li> <li>- TD</li> </ul>
2 (3 Hrs.)	<p>Unit 2: Writing Strategies and Techniques</p> <ul style="list-style-type: none"> <li>- Part 1: Writing Process Strategies</li> </ul>	<p style="background-color: yellow;">ONLINE CLASS VIA WBSC-LMS/MICROSOFT TEAMS/LINE</p> <p><b>Teaching Strategies:</b></p> <ul style="list-style-type: none"> <li>- Initial group discussion</li> <li>- Vocabulary learning</li> <li>- Interactive lecture on unit concepts</li> </ul> <p><b>Activity / Exercise:</b></p> <ul style="list-style-type: none"> <li>- Writing exercises</li> <li>- Writing assignments</li> </ul>	<ul style="list-style-type: none"> <li>- PowerPoint slides</li> <li>- Learning materials</li> <li>- WBSC-LMS</li> <li>- MS Teams</li> <li>- Line Messenger</li> <li>- Online resources</li> </ul>	<p>Attendance and participation = 10%</p> <p>Writing activities and assignments = 30%</p>	<ul style="list-style-type: none"> <li>- OPL</li> <li>- TD</li> </ul>

Week No. (No. of hours)	Topics / Details	Teaching Strategies / Exercises	Teaching Materials	Assessment and Evaluation (Percentage)	Lecturer
3 (3 Hrs.)	Unit 2: Writing Strategies and Techniques - Part 2: Writing the paragraphs	<b>ONLINE CLASS VIA WBSC-LMS/MICROSOFT TEAMS/LINE</b> <b>Teaching Strategies:</b> - Initial group discussion - Vocabulary learning - Interactive lecture on unit concepts <b>Activity / Exercise:</b> - Writing exercises - Writing assignments	- PowerPoint slides - Learning materials - WBSC-LMS - MS Teams - Line Messenger - Online resources	Attendance and participation = 10% Writing activities and assignments = 30%	- OPL - TD
4 (3 Hrs.)	Unit 2: Writing Strategies and Techniques - Part 3: Editing the composition	<b>ONLINE CLASS VIA WBSC-LMS/MICROSOFT TEAMS/LINE</b> <b>Teaching Strategies:</b> - Initial group discussion - Vocabulary learning - Interactive lecture on unit concepts <b>Activity / Exercise:</b> - Writing exercises - Writing assignments	- PowerPoint slides - Learning materials - WBSC-LMS - MS Teams - Line Messenger - Online resources	Attendance and participation = 10% Writing activities and assignments = 30%	- OPL - TD
5 (3 Hrs.)	Unit 2: Writing Strategies and Techniques - Part 4: Writing Strategies and Techniques	<b>ONLINE CLASS VIA WBSC-LMS/MICROSOFT TEAMS/LINE</b> <b>Teaching Strategies:</b> - Initial group discussion - Vocabulary learning - Interactive lecture on unit concepts <b>Activity / Exercise:</b> - Writing exercises - Writing assignments	- PowerPoint slides - Learning materials - WBSC-LMS - MS Teams - Line Messenger - Online resources	Attendance and participation = 10% Writing activities and assignments = 30%	- OPL - TD



Week No. (No. of hours)	Topics / Details	Teaching Strategies / Exercises	Teaching Materials	Assessment and Evaluation (Percentage)	Lecturer
6 (3 Hrs.)	Unit 3: Writing Models: Book Reviews	<b>ONLINE CLASS VIA WBSC-LMS/MICROSOFT TEAMS/LINE</b> <b>Teaching Strategies:</b> - Initial group discussion - Vocabulary learning - Interactive lecture on unit concepts <b>Activity / Exercise:</b> - Writing exercises - Writing assignments	- PowerPoint slides - Learning materials - WBSC-LMS - MS Teams - Line Messenger - Online resources	Attendance and participation = 10% Writing activities and assignments = 30%	- OPL - TD
7 (3 Hrs.)	Unit 4: Writing Models: Article Summary	<b>ONLINE CLASS VIA WBSC-LMS/MICROSOFT TEAMS/LINE</b> <b>Teaching Strategies:</b> - Initial group discussion - Vocabulary learning - Interactive lecture on unit concepts <b>Activity / Exercise:</b> - Writing exercises - Writing assignments	- PowerPoint slides - Learning materials - WBSC-LMS - MS Teams - Line Messenger - Online resources	Attendance and participation = 10% Writing activities and assignments = 30%	- OPL - TD
8 (3 Hrs.)	Midterm Exam			Midterm Exam = 20%	- OPL - TD
9 (3 Hrs.)	Unit 5: Writing Models: Comparison and Contrast Essays	<b>Teaching Strategies:</b> - Initial group discussion - Vocabulary learning - Interactive lecture on unit concepts <b>Activity / Exercise:</b> - Writing exercises - Writing assignments	- PowerPoint slides - Learning Materials - WBSC-LMS - Online resources	Attendance and participation = 10% Writing activities and assignments = 30%	- OPL - TD

Week No. (No. of hours)	Topics / Details	Teaching Strategies / Exercises	Teaching Materials	Assessment and Evaluation (Percentage)	Lecturer
10 (3 Hrs.)	Unit 6: Writing Models: Division and Classification Essays	<p><b>Teaching Strategies:</b></p> <ul style="list-style-type: none"> <li>- Initial group discussion</li> <li>- Vocabulary learning</li> <li>- Interactive lecture on unit concepts</li> </ul> <p><b>Activity / Exercise:</b></p> <ul style="list-style-type: none"> <li>- Writing exercises</li> <li>- Writing assignments</li> </ul>	<ul style="list-style-type: none"> <li>- PowerPoint slides</li> <li>- Learning Materials</li> <li>- WBSC-LMS</li> <li>- Online resources</li> </ul>	Attendance and participation = 10% Writing activities and assignments = 30%	<ul style="list-style-type: none"> <li>- OPL</li> <li>- TD</li> </ul>
11 (3 Hrs.)	Unit 7: Writing Models: Cause and Effect Essays	<p><b>Teaching Strategies:</b></p> <ul style="list-style-type: none"> <li>- Initial group discussion</li> <li>- Vocabulary learning</li> <li>- Interactive lecture on unit concepts</li> </ul> <p><b>Activity / Exercise:</b></p> <ul style="list-style-type: none"> <li>- Writing exercises</li> <li>- Writing assignments</li> </ul>	<ul style="list-style-type: none"> <li>- PowerPoint slides</li> <li>- Learning Materials</li> <li>- WBSC-LMS</li> <li>- Online resources</li> </ul>	Attendance and participation = 10% Writing activities and assignments = 30%	<ul style="list-style-type: none"> <li>- OPL</li> <li>- TD</li> </ul>
12 (3 Hrs.)	Unit 8: Writing Models: Problem and Solution Essays	<p><b>Teaching Strategies:</b></p> <ul style="list-style-type: none"> <li>- Initial group discussion</li> <li>- Vocabulary learning</li> <li>- Interactive lecture on unit concepts</li> </ul> <p><b>Activity / Exercise:</b></p> <ul style="list-style-type: none"> <li>- Writing exercises</li> <li>- Writing assignments</li> </ul>	<ul style="list-style-type: none"> <li>- PowerPoint slides</li> <li>- Learning Materials</li> <li>- WBSC-LMS</li> <li>- Online resources</li> </ul>	Attendance and participation = 10% Writing activities and assignments = 30%	<ul style="list-style-type: none"> <li>- OPL</li> <li>- TD</li> </ul>

Week No. (No. of hours)	Topics / Details	Teaching Strategies / Exercises	Teaching Materials	Assessment and Evaluation (Percentage)	Lecturer
13 (3 Hrs.)	Unit 9: Writing Models: Literature Review	<p><b>Teaching Strategies:</b></p> <ul style="list-style-type: none"> <li>- Initial group discussion</li> <li>- Vocabulary learning</li> <li>- Interactive lecture on unit concepts</li> </ul> <p><b>Activity / Exercise:</b></p> <ul style="list-style-type: none"> <li>- Writing exercises</li> <li>- Writing assignments</li> </ul>	<ul style="list-style-type: none"> <li>- PowerPoint slides</li> <li>- Learning Materials</li> <li>- WBSC-LMS</li> <li>- Online resources</li> </ul>	<p>Attendance and participation = 10%</p> <p>Writing activities and assignments = 30%</p>	<ul style="list-style-type: none"> <li>- OPL</li> <li>- TD</li> </ul>
14 (3 Hrs.)	Unit 10: Writing Models: Case Studies - Part 1: Reading Case Studies	<p><b>Teaching Strategies:</b></p> <ul style="list-style-type: none"> <li>- Initial group discussion</li> <li>- Vocabulary learning</li> <li>- Interactive lecture on unit concepts</li> </ul> <p><b>Activity / Exercise:</b></p> <ul style="list-style-type: none"> <li>- Writing exercises</li> <li>- Writing assignments</li> </ul>	<ul style="list-style-type: none"> <li>- PowerPoint slides</li> <li>- Learning Materials</li> <li>- WBSC-LMS</li> <li>- Online resources</li> </ul>	<p>Attendance and participation = 10%</p> <p>Writing activities and assignments = 30%</p>	<ul style="list-style-type: none"> <li>- OPL</li> <li>- TD</li> </ul>
15 (3 Hrs.)	Unit 10: Writing Models: Case Studies - Part 2: Writing Case Studies	<p><b>Teaching Strategies:</b></p> <ul style="list-style-type: none"> <li>- Initial group discussion</li> <li>- Vocabulary learning</li> <li>- Interactive lecture on unit concepts</li> </ul> <p><b>Activity / Exercise:</b></p> <ul style="list-style-type: none"> <li>- Writing exercises</li> <li>- Writing assignments</li> </ul> <p><b>Writing Project (Group task)</b></p> <ul style="list-style-type: none"> <li>- Themed Journal writing containing all of the following essay types:</li> <li>- Comparison and Contrast</li> </ul>	<ul style="list-style-type: none"> <li>- PowerPoint slides</li> <li>- Learning Materials</li> <li>- WBSC-LMS</li> <li>- Online resources</li> </ul>	<p>Attendance and participation = 10%</p> <p>Writing activities and assignments = 30%</p> <p>Writing Project = 20%</p>	<ul style="list-style-type: none"> <li>- OPL</li> <li>- TD</li> </ul>

Week No. (No. of hours)	Topics / Details	Teaching Strategies / Exercises	Teaching Materials	Assessment and Evaluation (Percentage)	Lecturer
		<ul style="list-style-type: none"> <li>- Division and Classification</li> <li>- Cause and Effect</li> <li>- Problem and Solution</li> <li>- Submitted on the WBSC</li> </ul>			
16	Final Examination			Final examination = 20%	<ul style="list-style-type: none"> <li>- OPL</li> <li>- TD</li> </ul>

## 5.2 Assessment and Evaluation

### 1) Grading Breakdown:

Attendance and Participation	10%
Writing Activities and Assignments	30%
Writing Project	20%
Midterm Exam	20%
Final Exam	20%

### 2) Grade Evaluation: Norm-Referenced Criterion-Referenced

#### Grading Criteria

Score	Grade
85-100	A
79-84	B <sup>+</sup>
73-78	B
67-72	C <sup>+</sup>
61-66	C
55-60	D <sup>+</sup>
50-54	D
0-49	F

## 6. Learning Resources

### 6.1 Primary Textbook / Documents

Laurena, O. (2020). *Academic English Writing*. Bangkok: Suan Dusit Graphic Site.

### 6.2 Essential References

- Bailey, S. (2003). *Academic writing*. Routledge.
- Jordan, R. (2002). *Academic writing course*. Longman.
- Whitaker, A. (2009). *Academic Writing Guide: A Step-by Step Guide to Writing Academic Papers*.

### 6.3 Recommended Books and Reference Material

- Bailey, S. (2003). *Academic writing*. Routledge.
- Jordan, R. (2002). *Academic writing course*. Longman.
- Whitaker, A. (2009). *Academic Writing Guide: A Step-by Step Guide to Writing Academic Papers*.

## 7. Course Evaluation and Improvement

### 7.1 Student course evaluation strategies

- 1) Confidential teacher evaluation done by the students
- 2) Evaluation of each learning domain done by the students

### 7.2 Teaching evaluation strategies

- 1) Confidential Teacher Evaluation Form
- 2) Student self-evaluation form

### 7.3 Teaching Improvement Process

Course and teaching evaluation results will determine appropriate improvements for the course and the teaching strategies

### 7.4 Standard verification of student achievement

Verification of student learning outcome is done through behavioral observation, test scores, writing activities and the writing project.

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) Course effectiveness will be based on student performance and evaluation.

## Rubrics for Written Work

Criteria	4	3	2	1
Focus & Details	There is one clear, well-focused topic. The main ideas are clear and are well supported by detailed and accurate information.	There is one clear, well-focused topic. The main ideas are clear but are not well supported by detailed information.	There is one topic. The main ideas are somewhat clear.	The topic and main ideas are not clear.
Organization	The introduction is inviting, states the main topic, and provides an overview of the paper. Information is relevant and presented in a logical order. The conclusion is strong.	The introduction states the main topic and provides an overview of the paper. A conclusion is included.	The introduction states the main topic. A conclusion is included.	There is no clear introduction, structure, or conclusion.
Knowledge of the content	Extensive knowledge and/or experience with the topic is/are evident.	Knowledge and/or experience with the topic is/are evident.	Knowledge and/or experience with the topic is/are limited.	Knowledge and/or experience with the topic is not evident.
Word Choice	Uses vivid words and phrases. The choice and placement of words seems accurate, natural, and not forced.	Uses vivid words and phrases. The choice and placement of words is inaccurate at times and/or seems overdone	Uses words that communicate clearly, but the writing lacks variety.	Uses a limited vocabulary. Jargon or clichés may be present and detract from the meaning.
Writing Conventions	All sentences are well constructed and have varied structure and length. Makes no errors in grammar, mechanics, and/or spelling.	Most sentences are well constructed and have varied structure and length. Makes a few errors in grammar, mechanics, and/or spelling, but they do not interfere with understanding.	Most sentences are well constructed, but they have a similar structure and/or length. The author makes several errors in grammar, mechanics, and/or spelling that interferes with understanding.	Sentences sound awkward, are distractingly repetitive or are difficult to understand. The author makes numerous errors in grammar, mechanics, and/or spelling that interfere with understanding.