

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: 1552135 Course title: การฟัง-พูดเชิงวิชาการ
Academic Listening and Speaking

1.2 Number of Credits

3 (3-0-6) credits

1.3 Program and Course Type

- 1) Program : English Program, Revised in 2019
- 2) Course type : Specialization Course

1.4 Course Coordinator and Course Lecturers

- 1) Course coordinator: Olivia Patricia Laurena
- 2) Course lecturers: Olivia Patricia Laurena

1.5 Semester and Student Year Level

Semester 1 Academic Year 2564 / 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 – Online Classes

1.9 Date of Course Modification

8 June 2021

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 and present them accurately.
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

ฝึกทักษะการฟัง-พูดภาษาอังกฤษเชิงวิชาการ การฟังเพื่อรับข้อมูลข่าวสารทั่วไปและข้อมูลเฉพาะ การฟังเพื่อจับใจความสำคัญ วิธีการนำเสนอผลงาน การเป็นผู้ฟังที่ดี การฟังเพื่อจดบันทึก คำศัพท์สำนวนภาษาที่ใช้ในการพูดเชิงวิชาการ การใช้น้ำเสียง ทักษะการออกเสียง การขึ้นเสียงสูงต่ำ

Practice listening and speaking skills in a variety of academic contexts; listening for general and specific information, listening for main idea, making presentations, being good listeners, listening for note taking, vocabularies and idioms used in academic speaking, using tone, pronunciation, and intonation

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:

Email: ajarnolivia@gmail.com / olivia_pat@dusit.ac.th

Mobile number: 0849782346

Line ID: teacher_o

4. Student Learning Development

Teaching and Assessment

Learning Domains	Teaching Strategies	Assessment Method	Week of Evaluation	Percentage
<p><u>Morals and Ethics</u></p> <p>1.1. [P] Practice self-discipline and punctuality in and responsibility for all the assigned work.</p> <p>1.2. [S] Be able to accomplish assigned tasks with great consideration of the moral and ethical standards</p> <p>1.3. [S] Apply the knowledge of the English language to real-life and social situations</p> <p>Learning Outcomes:</p> <ul style="list-style-type: none"> - Students practice self-discipline by adhering to classroom rules and policies regarding work submission - Students consider real-world situations and think critically when discussing and presenting relevant topics 	<ul style="list-style-type: none"> - Explain course objectives, policies, and topics - Collaborative learning activities - Group discussions - Group/Pair/Individual listening activities, presentations, and discussions - Class discussions and lectures 	<ul style="list-style-type: none"> - Teacher observation - Peer evaluation - Quizzes and Skill Exercises - Presentations 	1 – 15	50%
<p><u>Knowledge</u></p> <p>2.1. [P] 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</p>	<ul style="list-style-type: none"> - Demonstrate various notetaking methods and strategies in listening for general and specific information, main ideas and details from text and other multimedia sources - Present and explain listening and speaking strategies, techniques and processes 	Formative and summative assessments: <ul style="list-style-type: none"> - individual and group assignments - collaborative online tasks and discussions, 	1 – 15	90%

Learning Domains	Teaching Strategies	Assessment Method	Week of Evaluation	Percentage
<p>types of information in print and online media and present them accurately.</p> <p>2.2 [S] 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.</p> <p>2.3. [S] Apply the knowledge in various areas of English linguistics such as pronunciation, phonetics, and phonology; analyze the meanings and origins of words according to 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>2.5. [S] 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</p>	<p>involved in presentation planning and preparation.</p> <ul style="list-style-type: none"> - Class vocabulary learning collaboration - Both students and teacher will contribute to a word bank or collection of learned and used vocabulary in lessons. 	<ul style="list-style-type: none"> - quizzes - group presentations - final exam 		

Learning Domains	Teaching Strategies	Assessment Method	Week of Evaluation	Percentage
<p>eloquent way resulting from the understanding of the structure of both Thai and English languages.</p> <p>Learning Outcomes</p> <ul style="list-style-type: none"> - Students listen to general and specific information and identify main ideas and details. - Students take notes using different methods to obtain important information from both text and audio/visual (AV) sources - Students learn and use vocabulary specific to and appropriate for academic contexts 				
<p><u>Cognitive Skills</u></p> <p>3.1. [P] Have the ability to effectively use the English language throughout the learning process with great efficiency</p> <p>3.2. [P] Apply English language knowledge in reasoning and analysis to systematically solve problems</p> <p>Learning Outcomes</p> <ul style="list-style-type: none"> - Students use their language skills in English in academic contexts (notetaking, listening, and presenting) - Students gain/expand vocabulary knowledge related to academic concepts and use them in presentations and discussions 	<ul style="list-style-type: none"> - Discuss and explain listening and speaking strategies, and let students practice their listening and speaking skills - Assign relevant, significant and current topics to allow students to think critically and used various available sources (print or online) to gather ideas and discuss in groups or in class 	<p>Formative and summative assessments:</p> <ul style="list-style-type: none"> - individual and group assignments - collaborative online tasks and discussions, - quizzes - group presentations - final exam 	1 – 15	90%

Learning Domains	Teaching Strategies	Assessment Method	Week of Evaluation	Percentage
<p><u>Interpersonal Skills and Responsibility</u></p> <p>4.1. [S] 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>4.2. [S] Integrate English language skills and knowledge to be able to work effectively</p> <p>Learning Outcomes</p> <p>- Students discuss topics in English in groups or in class, listen to other's opinion and react, respond, and exchange ideas</p>	<ul style="list-style-type: none"> - Collaborative learning activities - Group discussions - Group/Pair/Individual listening activities, presentations, and discussions - Class discussions and lectures - Class vocabulary learning collaboration - Both students and teacher will contribute to a word bank or collection of learned and used vocabulary in lessons. 	<p>Behavioural observation and peer evaluation for group tasks and presentation assignments</p>	<p>1 - 15</p>	<p>40%</p>
<p><u>Analytical, Communicative and IT Skills</u></p> <p>5.1. [S] Distinguish various types of information in English in print and online media and present reports using various technological tools available for usage</p> <p>5.2. [S] Use available information and communication technologies (ICTs) and digital literacy skills to improve and develop work processes for English tasks</p> <p>Learning Outcomes</p> <p>- Students utilize various multimedia resources that are available to them</p>	<ul style="list-style-type: none"> - Collaborative learning activities - Group discussions - Group/Pair/Individual listening activities, presentations, and discussions - Class discussions and lectures - Class vocabulary learning collaboration - Both students and teacher will contribute to a word bank or collection of learned and used vocabulary in lessons. 	<p>Formative and summative assessments:</p> <ul style="list-style-type: none"> - individual and group writing assignments - collaborative online tasks and discussions, - quizzes - group presentations - final exam 	<p>1 – 15</p>	<p>50%</p>

Learning Domains	Teaching Strategies	Assessment Method	Week of Evaluation	Percentage
- Students use a variety of technological tools for gathering information, communicating with their peers and teacher, and in presenting their ideas				

**Note: [P] = Primary Domain (ความรับผิดชอบหลัก)

[S] = Secondary Domain (ความรับผิดชอบรอง)

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.)	- Course Introduction - Unit 1: Listening for Notetaking	<p>Teaching Strategies:</p> <ul style="list-style-type: none"> - Explain course syllabus and course requirements - Give a brief introduction of topics that will be covered in the course <p>Unit 1:</p> <ul style="list-style-type: none"> - Initial group discussion - Vocabulary learning - Presentation and demonstration of various notetaking methods <p>Activity / Exercise:</p> <ul style="list-style-type: none"> - Quiz & Skill Exercise – practice notetaking methods <p>Learning Outcomes:</p> <p>Students will:</p> <ul style="list-style-type: none"> - recall and identify the different notetaking methods - summarize lectures and/or audio-visual sources and illustrate key concepts obtained from the material and practice the different notetaking methods - distinguish between key information and specific details 	<ul style="list-style-type: none"> - PowerPoint slides - Learning materials - Online resources - Online collaboration tools 	<ul style="list-style-type: none"> - Attendance and participation = 0.67% - Short Quizzes & Skill Exercises = 2% 	Olivia Patricia Laurena
2 (3 Hrs.)	Unit 2: Listening for Main Ideas, Examples and Details	<p>Teaching Strategies:</p> <ul style="list-style-type: none"> - Initial group discussion - Vocabulary learning - Present and explain listening strategies for getting the main idea, specific examples and details from lectures or texts <p>Activity / Exercise:</p> <ul style="list-style-type: none"> - Quiz & Skill Exercises – practice listening strategies <p>Learning Outcomes:</p> <p>Students will:</p>	<ul style="list-style-type: none"> - PowerPoint slides - Learning materials - Online resources - Online collaboration tools 	<ul style="list-style-type: none"> - Attendance and participation = 0.67% - Short Quizzes & Skill Exercises = 2% 	Olivia Patricia Laurena

Week No. (No. of hours)	Topics / Details	Teaching Strategies / Exercises	Teaching Materials	Assessment and Evaluation (Percentage)	Lecturer
		<ul style="list-style-type: none"> - Listen for and identify the main idea, specific examples and details heard from a lecture or A/V resource - Distinguish language signals to be able to summarize or classify obtained information - Define and use new vocabulary 			
3 (3 Hrs.)	Unit 3: Listening for Various Information	<p>Teaching Strategies:</p> <ul style="list-style-type: none"> - Initial group discussion - Vocabulary learning - Present and explain strategies when listening for various information from lectures or texts <p>Activity / Exercise:</p> <ul style="list-style-type: none"> - Quiz & Skill Exercises – practice listening for various information <p>Learning Outcomes: Students will:</p> <ul style="list-style-type: none"> - Listen for, identify and distinguish various kinds of information heard from a lecture or A/V resource - Categorize examples or specific details into types of information that can help in reporting on what was heard in a lecture - Define and use new vocabulary 	<ul style="list-style-type: none"> - PowerPoint slides - Learning materials - Online resources - Online collaboration tools 	<ul style="list-style-type: none"> - Attendance and participation = 0.67% - Short Quizzes & Skill Exercises = 2% 	Olivia Patricia Laurena
4 (3 Hrs.)	Unit 4: Academic Conversations: Elaborate and Clarify	<p>Teaching Strategies:</p> <ul style="list-style-type: none"> - Initial group discussion - Vocabulary learning - Present and explain listening and speaking strategies for elaborating on ideas and clarifying information <p>Activity / Exercise:</p>	<ul style="list-style-type: none"> - PowerPoint slides - Learning materials - Online resources - Online collaboration tools 	<ul style="list-style-type: none"> - Attendance and participation = 0.67% - Short Quizzes & Skill Exercises = 2% 	Olivia Patricia Laurena

Week No. (No. of hours)	Topics / Details	Teaching Strategies / Exercises	Teaching Materials	Assessment and Evaluation (Percentage)	Lecturer
		<ul style="list-style-type: none"> - Quiz & Skill Exercises – practice elaborating and clarifying <p>Learning Outcomes: Students will:</p> <ul style="list-style-type: none"> - Ask the right questions to elaborate on or get clarification on discussed ideas - Respond correctly and appropriately to questions for elaboration and clarification. - Define and use new vocabulary 			
5 (3 Hrs.)	Unit 5: Academic Conversations: Support Ideas with Examples	<p>Teaching Strategies:</p> <ul style="list-style-type: none"> - Initial group discussion - Vocabulary learning - Present and explain listening and speaking strategies for supporting ideas with examples; explain types of supporting ideas that can be used as examples <p>Activity / Exercise:</p> <ul style="list-style-type: none"> - Quiz & Skill Exercises – practice supporting ideas with examples <p>Learning Outcomes: Students will:</p> <ul style="list-style-type: none"> - Develop a plan for supporting ideas with examples - Use various kinds of resources to establish relationships between ideas - Integrate and synthesize information to provide support for ideas that they will present - Define and use new vocabulary 	<ul style="list-style-type: none"> - PowerPoint slides - Learning materials - Online resources - Online collaboration tools 	<ul style="list-style-type: none"> - Attendance and participation = 0.67% - Short Quizzes & Skill Exercises = 2% 	Olivia Patricia Laurena
6 (3 Hrs.)	Unit 6: Academic Conversations: Build on and Challenge Ideas	<p>Teaching Strategies:</p> <ul style="list-style-type: none"> - Initial group discussion - Vocabulary learning 	<ul style="list-style-type: none"> - PowerPoint slides - Learning materials - Online resources - Online collaboration tools 	<ul style="list-style-type: none"> - Attendance and participation = 0.67% - Short Quizzes & Skill Exercises = 2% 	Olivia Patricia Laurena

Week No. (No. of hours)	Topics / Details	Teaching Strategies / Exercises	Teaching Materials	Assessment and Evaluation (Percentage)	Lecturer
		<ul style="list-style-type: none"> - Present and explain listening and speaking strategies for building on ideas and challenging ideas of others to facilitate the exchange and discussion of ideas <p>Activity / Exercise:</p> <ul style="list-style-type: none"> - Quiz & Skill Exercises – practice building on and challenging ideas <p>Learning Outcomes:</p> <p>Students will:</p> <ul style="list-style-type: none"> - Build on various ideas heard and discuss or justify the validity or relevance of those ideas - Challenge the ideas of peers to construct new meaning and knowledge. - Define and use new vocabulary 			
7 (3 Hrs.)	Unit 7: Academic Conversations Paraphrase & Synthesize Part 1: Paraphrase	<p>Teaching Strategies:</p> <ul style="list-style-type: none"> - Initial group discussion - Vocabulary learning - Present and explain listening and speaking strategies for paraphrasing information <p>Learning Outcomes:</p> <p>Students will:</p> <ul style="list-style-type: none"> - Explain and paraphrase information generated from the discussion - Define and use new vocabulary 	<ul style="list-style-type: none"> - PowerPoint slides - Learning materials - Online resources - Online collaboration tools - Microsoft Forms 	<p>-Attendance and participation = 0.67%</p>	Olivia Patricia Laurena
8 (3 Hrs.)	Unit 7: Academic Conversations Paraphrase & Synthesize Part 2: Synthesize	<p>Teaching Strategies:</p> <ul style="list-style-type: none"> - Continue unit discussion - Vocabulary learning and review - Present and explain listening and speaking strategies for synthesizing information <p>Activity / Exercise:</p> <ul style="list-style-type: none"> - Quiz & Skill Exercises – practice paraphrasing and summarizing information 	<ul style="list-style-type: none"> - PowerPoint slides - Learning materials - Online resources - Online collaboration tools - Microsoft Forms 	<p>-Attendance and participation = 0.67%</p> <p>-Short Quizzes & Skill Exercises = 2%</p> <p>-Midterm Test = 20%</p> <p>(Part 1: Listening & Notetaking = 10%</p> <p>Part 2: MCQ Test = 10%)</p>	Olivia Patricia Laurena

Week No. (No. of hours)	Topics / Details	Teaching Strategies / Exercises	Teaching Materials	Assessment and Evaluation (Percentage)	Lecturer
		<p>Learning Outcomes: Students will:</p> <ul style="list-style-type: none"> - Explain and synthesize information generated from the discussion - Define and use new vocabulary <p>Midterm Exam – Units 1 to 7 covered</p> <ul style="list-style-type: none"> - Part 1 (Listening and notetaking) - Part 2 (Multiple-choice Question test) <p>Learning Outcomes: Students will:</p> <ul style="list-style-type: none"> - Apply the listening strategies to take notes - Use the different notetaking methods correctly and appropriately - Identify key and supporting ideas from an A/V resources - Use and practice learned academic conversation skills 			
9 (3 Hrs.)	Unit 8: Introduction to Presentations (Part 1: Concepts)	<p>Teaching Strategies:</p> <ul style="list-style-type: none"> - Initial group discussion - Vocabulary learning - Present, explain and discuss the concept of presentation, its importance, the different styles of presentation, and the stages or process of planning and preparing for a presentation <p>Learning Outcomes: Students will:</p> <ul style="list-style-type: none"> - Identify and distinguish the different types of academic presentations - Develop and plan for a presentation by identifying key elements and organizing them for the presentation - Define and use new vocabulary 	<ul style="list-style-type: none"> - PowerPoint slides - Learning materials - Online resources - Online collaboration tools 	-Attendance and participation = 0.67%	Olivia Patricia Laurena

Week No. (No. of hours)	Topics / Details	Teaching Strategies / Exercises	Teaching Materials	Assessment and Evaluation (Percentage)	Lecturer
10 (3 Hrs.)	Unit 8: Introduction to Presentations (Part 2: Stage 1)	<p>Teaching Strategies:</p> <ul style="list-style-type: none"> - Continue unit discussion - Vocabulary learning and review - Present, explain and discuss the first stage of presentation <p>Activity / Exercise:</p> <ul style="list-style-type: none"> - Quiz & Skill Exercises – Quiz on lesson topic <p>Learning Outcomes: Students will:</p> <ul style="list-style-type: none"> - Develop and plan for a presentation by identifying key elements and organizing them for the presentation - Define and use new vocabulary 	<ul style="list-style-type: none"> - PowerPoint slides - Learning materials - Online resources - Online collaboration tools 	<ul style="list-style-type: none"> - Attendance and participation = 0.67% - Short Quizzes & Skill Exercises = 2% 	Olivia Patricia Laurena
11 (3 Hrs.)	Unit 9: Presentation Preparations	<p>Teaching Strategies:</p> <ul style="list-style-type: none"> - Initial group discussion - Vocabulary learning - Present, explain and discuss presentation process, content preparation and visuals preparation <p>Activity / Exercise:</p> <ul style="list-style-type: none"> - Quiz & Skill Exercises – Quiz on lesson topic <p>Learning Outcomes: Students will:</p> <ul style="list-style-type: none"> - Create a plan for their assigned topic for the presentation - Design and create visual aids for their presentation - Define and use new vocabulary 	<ul style="list-style-type: none"> - PowerPoint slides - Learning materials - Online resources - Online collaboration tools 	<ul style="list-style-type: none"> - Attendance and participation = 0.67% - Short Quizzes & Skill Exercises = 2% 	Olivia Patricia Laurena

Week No. (No. of hours)	Topics / Details	Teaching Strategies / Exercises	Teaching Materials	Assessment and Evaluation (Percentage)	Lecturer
12 (3 Hrs.)	Unit 10: Presentations	<p>Teaching Strategies:</p> <ul style="list-style-type: none"> - Initial group discussion - Vocabulary learning - Present, explain and discuss language expressions used in the different sections of the presentation <p>Activity / Exercise:</p> <ul style="list-style-type: none"> - Quiz & Skill Exercises – Quiz on lesson topic <p>Learning Outcomes:</p> <p>Students will:</p> <ul style="list-style-type: none"> - Present their assigned topic demonstrating their understanding and knowledge - Analyze and critique their peers' presentation - Evaluate their peers' presentation and relate their assessment to their own work 	<ul style="list-style-type: none"> - PowerPoint slides - Learning materials - Online resources - Online collaboration tools 	<ul style="list-style-type: none"> - Attendance and participation = 0.67% - Short Quizzes & Skill Exercises = 2% 	Olivia Patricia Laurena
13 (3 Hrs.)	Capstone Project: Planning Stage	<p>Teaching Strategies:</p> <ul style="list-style-type: none"> - Counseling group task - Monitoring work progress - Provision of Feedback <p>Activity / Exercise:</p> <ul style="list-style-type: none"> - Group presentation planning - Consultation and feedback <p>Learning Outcomes:</p> <p>Students will:</p> <ul style="list-style-type: none"> - Develop and plan for a presentation by identifying key elements and organizing them for the presentation - Conduct a research and fact-finding process for collecting information for their chosen topic. 	<ul style="list-style-type: none"> - PowerPoint slides - Learning materials - Online resources - Online collaboration tools 	<ul style="list-style-type: none"> - Attendance and participation = 0.67% - Presentation = 5% 	Olivia Patricia Laurena

Week No. (No. of hours)	Topics / Details	Teaching Strategies / Exercises	Teaching Materials	Assessment and Evaluation (Percentage)	Lecturer
14 (3 Hrs.)	Capstone Project: Preparation Stage	<p>Teaching Strategies:</p> <ul style="list-style-type: none"> - Counseling group task - Monitoring work progress - Provision of Feedback <p>Activity / Exercise:</p> <ul style="list-style-type: none"> - Group presentation planning - Consultation and feedback <p>Learning Outcomes:</p> <p>Students will:</p> <ul style="list-style-type: none"> - Create a plan for their assigned topic for the presentation - Design and create visual aids for their presentation - Discuss with peers and teacher to gain feedback 	<ul style="list-style-type: none"> - Learning Materials - Online resources 	<ul style="list-style-type: none"> - Attendance and participation = 0.67% - Presentation = 5% 	Olivia Patricia Laurena
15 (3 Hrs.)	Capstone Project: Presentation Stage	<p style="text-align: center;">Group Presentation</p> <p>Learning Outcomes:</p> <p>Students will:</p> <ul style="list-style-type: none"> - Present their chosen topic demonstrating their understanding and knowledge - Analyze and critique their peers' presentation - Evaluate their peers' presentation and relate their assessment to their own work 		<ul style="list-style-type: none"> - Attendance and participation = 0.67% - Presentation = 10% 	Olivia Patricia Laurena

5.2 Assessment and Evaluation

1) Grading Breakdown:

▪ Attendance and Participation		10%
▪ Short Quizzes & Skill Exercises		20%
▪ Presentation		20%
▪ Midterm Exam		20%
▪ Listening and Notetaking	10%	
▪ MCQ Test	10%	
▪ Final Exam		30%
▪ Listening and Speaking	15%	
▪ MCQ Test	15%	
TOTAL SCORE		100%

2) Grade Evaluation: Norm-Referenced Criterion-Referenced

Grading Criteria

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

6. Learning Resources

6.1 Primary Textbook / Documents

Laurena, O. (2020). *Academic Listening and Speaking*. Bangkok. Suan Dusit Graphic Site.

6.2 Essential References

- Bohlke, D., Lockwood, R., & Zemach, D. (2013). *Skillful*. Oxford. Macmillan Education.
- Boyle, M., Kisslinger, E., & Zemach, D. (2013). *Skillful*. Oxford. Macmillan Education.
- Zwiers, J., & Crawford, M. (2011). *Academic conversations*. Portland, Me. Stenhouse.

6.3 Recommended Books and Reference Material

- Bohlke, D., Lockwood, R., & Zemach, D. (2013). *Skillful*. Oxford. Macmillan Education.
- Boyle, M., Kisslinger, E., & Zemach, D. (2013). *Skillful*. Oxford. Macmillan Education.
- *TED Talks*. Ted.com. Retrieved 30 June 2020, from <https://www.ted.com/talks>.
- Zwiers, J., & Crawford, M. (2011). *Academic conversations*. Portland, Me. Stenhouse.

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, listening and speaking activities and presentations.

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 Presentations

Content	Incomplete parts and incomplete details 2 points	Barely complete with few important parts missing 3 points	Nearly complete, with some details missing 4 points	Complete and clear; presented what was required 5 points
Organization	Main points are not clear and need a lot of explanation Click to edit level 2 points	Main points need clarity and extra explanation level 3 points	Main points are somewhat clear; some points not organized 4 points	Main points are clear and well-organized 5 points
Language Use	Use of language is inappropriate Often mumbles or cannot be understood with more than three mispronounced words 2 points	Use of language causes potential confusion, and/or vocalized pauses (um uh er etc.) are distracting Speaks clearly and distinctly most of the time with no more than two mispronounced words 3 points	Use of language does not have negative impact, and vocalized pauses (um uh er etc.) not distracting Speaks clearly and distinctly nearly all the time with no more than one mispronounced word 4 points	Use of language contributes to effectiveness of the speech, and vocalized pauses (um uh er etc.) not distracting Speaks clearly and distinctly all the time with no mispronounced words 5 points
Presentation	The presentation is not complete with multimedia objects and information 2 points	The presentation is barely complete with multimedia objects and information 3 points	The presentation is somewhat complete with multimedia objects and information 4 points	The presentation is complete with multimedia objects and information 5 points
Total	8	12	16	20

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	There is one clear, well-focused topic. The main ideas are clear but are not well	There is one topic. The main ideas are somewhat clear.	The topic and main ideas are not clear.

	supported by detailed and accurate information.	supported by detailed information.		
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.
Total	20	15	10	5

Rubrics for Notetaking Assignment

CRITERIA	2	1	0
Keywords used	Notes are recorded as keywords and phrases in student's words.	Notes are primarily copied from the source. Some evidence of keywords and phrases in own words.	Notes are copied directly from the source.
Relevance	Notes relate to the topic and show the	Some notes relate to the topic, but many	Notes are not related to the topic, little main ideas, no examples.

	main ideas enough example	don't, few main ideas, little example	
Organization	All notes are organized logically and effectively.	Most notes are organized with some logic, orderly and legible	No evidence of notes that are organized, orderly, or legible.
Quantity	Enough notes to get all relevant, key data, but not excessive to create an effective product.	A sufficient number of notes are taken to create the product.	Not enough notes are taken to create a product, or excessive notes are taken.
Writing Conventions	Makes no errors in grammar, mechanics, and/or spelling.	Makes a few errors in grammar, mechanics, and/or spelling, but they do not interfere with understanding.	Makes numerous errors in grammar, mechanics, and/or spelling that interfere with understanding.
Total Score	10	5	0