

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 and ผศ.สุทธาสินี เกสรประทุม

1.5 Semester and Student Year Level

Semester 2 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 (Rooms to be determined)

1.9 Date of Course Modification

08 December 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 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; 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

กลยุทธ์ และเทคนิคในการเขียนเชิงวิชาการ ได้แก่ การอ้างอิงข้อความ การสื่อสารข้อความของบุคคลอื่นด้วยคำพูดของตนเอง การสรุป และการเขียนโต้แย้ง นาขั้นตอนในกระบวนการเขียนไปปฏิบัติจริง ได้แก่ การระดมความคิด การกำหนดใจความหลัก การวางโครงร่าง 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:

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Aj. Suttasinee: suttasinee_ks@dusit.ac.th

Mobile number:

4. Student Learning Development

Teaching and Assessment

Learning Domains	Teaching Strategies	Assessment Method	Week of Evaluation	Percentage
<p><u>Morals and Ethics</u></p> <ol style="list-style-type: none"> 1. Practice self- discipline and punctuality in and responsibility for all the assigned work. 2. Be able to accomplish assigned tasks with great consideration of the moral and ethical standards 3. Apply the knowledge of the English language to real-life and social situations <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 compose articles and reports with the consideration of ethical practices such as citing sources and avoiding plagiarism 	<p>Promote collaborative learning 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"> - Teacher observation - Peer evaluation 	<p style="text-align: center;">1 – 15</p>	<p style="text-align: center;">10%</p>
<p><u>Knowledge</u></p> <ol style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> - Employ simulation and interactive demonstrations that can help student learn and practice their reading and writing skills. - Present various online sources that can be used in finding and providing supporting points for their ideas. 	<p>Formative and summative assessments:</p> <ul style="list-style-type: none"> - individual and group writing activities (online and face to face) - midterm test 	<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>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.</p> <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 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>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</p>	<p>-Assign writing topics that are current and relevant to allow students to gain knowledge on real-world situations.</p>	<p>-writing project -final exam</p>		

Learning Domains	Teaching Strategies	Assessment Method	Week of Evaluation	Percentage
<p>the understanding of the structure of both Thai and English languages.</p> <p>Learning Outcomes:</p> <ul style="list-style-type: none"> - Students use vocabulary apt for the C1 proficiency level. - Students research and gather information, paraphrase and synthesize gathered information to create academic compositions. - Students facilitate discussions of ideas through brainstorming sessions to generate ideas. - Students organize ideas in a rational and logical manner by thinking critically and analytically. 				
<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> <p>Learning Outcomes:</p> <ul style="list-style-type: none"> - Students research and gather information, paraphrase and synthesize gathered information to create academic compositions. - Students facilitate discussions of ideas through brainstorming sessions to generate ideas. 	<ul style="list-style-type: none"> - Organize activities that use the problem-based learning method to allow students to think critically and logically and synthesize information from discussions and presentations - Have students practice their researching skills to gather relevant information and synthesize and consolidate ideas to support their compositions. 	<p>Formative and summative assessments:</p> <ul style="list-style-type: none"> - individual and group writing activities (online and face to face) - midterm test - writing project - final exam 	1 – 15	90%

Learning Domains	Teaching Strategies	Assessment Method	Week of Evaluation	Percentage
<ul style="list-style-type: none"> - Students organize ideas in a rational and logical manner by thinking critically and analytically. 				
<p><u>Interpersonal Skills and Responsibility</u></p> <ol style="list-style-type: none"> 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 2. Integrate English language skills and knowledge to be able to work effectively <p>Learning Outcomes:</p> <ul style="list-style-type: none"> - Students collaborate and brainstorm for ideas to utilize in composition writing, summary writing, synthesis writing and academic writing. - Students discuss and debate on varying views and perspectives in order to arrive at a consensus and generate a solid point 	<ul style="list-style-type: none"> -Organize activities that employ collaborative learning and problem-based learning to encourage students to work and accomplish tasks together -Assign brainstorming tasks that will allow students to use their language skills to read and analyze written articles, watch and listen to videos and take down notes to gather ideas and work together to finish their writing tasks. 	<p>Behavioural observation and peer evaluation for group tasks and assignments and writing project</p>	<p>1 - 15</p>	<p>60%</p>

Learning Domains	Teaching Strategies	Assessment Method	Week of Evaluation	Percentage
<p><u>Analytical, Communicative and IT Skills</u></p> <ol style="list-style-type: none"> 1. Distinguish various types of information in English in print and online media and present reports using various technological tools available for usage 2. Use available information and communication technologies (ICTs) and digital literacy skills to improve and develop work processes for English tasks <p>Learning Outcomes:</p> <ul style="list-style-type: none"> - Students employ multiple technological tools to gather information, construct knowledge and ideas, and produce structured written reports and compositions - Students distinguish different types of resources that can be used to analyze, critique, summarize and synthesize information in order to create new understanding of various academic concepts. 	<ul style="list-style-type: none"> - Assign tasks that involve the use of technology in searching for information and encourage students to utilize a variety of technological resources in accomplishing and presenting tasks. - Organize activities that will require students to search for relevant information, determine and distinguish the reliability and credibility of the information. - Design tasks that will foster collaboration through the use of available technological tools and resources so students can practice and improve their digital literacy skills as well as their social skills as they work with their peers to accomplish the tasks. 	<p>Formative and summative assessments:</p> <ul style="list-style-type: none"> - individual and group writing activities (online and face to face) - midterm test - writing project - final exam 	<p>1 – 15</p>	<p>50%</p>

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"> - Course Introduction - Unit 1: Writing Process -Part 1: Background to Writing -Part 2: The Writing Process 	<p>Teaching Strategies:</p> <ul style="list-style-type: none"> - Explain course syllabus and course requirements - Give a brief introduction of topics to be covered in the course <p>Unit 1:</p> <ul style="list-style-type: none"> - Initial group discussion - Vocabulary learning - Interactive lecture on unit concepts <p>Activity / Exercise:</p> <ul style="list-style-type: none"> - Summary exercise <p>Learning Outcomes: Students will:</p> <ul style="list-style-type: none"> - identify and define different types of written compositions - describe and summarize the steps in the writing process 	<ul style="list-style-type: none"> - PowerPoint slides - Learning materials - Online resources 	<p>Attendance and participation (0.67%)</p> <p>Class Writing Activity (1%)</p>	<ul style="list-style-type: none"> - ผศ. สุทธาสินี เกสรณ์ประทุม - Olivia Patricia Laurena
2 (3 Hrs.)	<ul style="list-style-type: none"> Unit 2: Writing Strategies and Techniques - Part 1: Writing Process Strategies 	<p>Teaching Strategies:</p> <ul style="list-style-type: none"> - Initial group discussion - Vocabulary learning - Interactive lecture on unit concepts <p>Activity / Exercise:</p> <ul style="list-style-type: none"> - Writing exercises 	<ul style="list-style-type: none"> - PowerPoint slides - Learning materials - WBSC-LMS - MS Teams - Line Messenger - Online resources 	<p>Attendance and participation (0.67%)</p> <p>Class Writing Activity (1%)</p> <p>Writing Assignment</p>	<ul style="list-style-type: none"> - ผศ.สุทธาสินี เกสรณ์ประทุม - 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"> - Writing assignments <p>Learning Outcomes: Students will practice following the steps in the writing process</p>		(1.5%)	
3 (3 Hrs.)	Unit 2: Writing Strategies and Techniques <ul style="list-style-type: none"> - Part 2: Writing the paragraphs 	<p>Teaching Strategies:</p> <ul style="list-style-type: none"> - Initial group discussion - Vocabulary learning - Interactive lecture on unit concepts <p>Activity / Exercise:</p> <ul style="list-style-type: none"> - Writing exercises - Writing assignments <p>Learning Outcomes: Students will:</p> <ul style="list-style-type: none"> - organize ideas that will be included in the different parts of the paragraph - compose paragraphs from the given prompts and ideas. 	<ul style="list-style-type: none"> - PowerPoint slides - Learning materials - WBSC-LMS - MS Teams - Line Messenger - Online resources 	Attendance and participation (0.67%) Class Writing Activity (1%) Writing Assignment (1.5%)	<ul style="list-style-type: none"> - ผศ.สุทธาสินี เกสรประทุม - Olivia Patricia Laurena

Week No. (No. of hours)	Topics / Details	Teaching Strategies / Exercises	Teaching Materials	Assessment and Evaluation (Percentage)	Lecturer
4 (3 Hrs.)	Unit 2: Writing Strategies and Techniques - Part 3: Editing the composition	Teaching Strategies: - Initial group discussion - Vocabulary learning - Interactive lecture on unit concepts Activity / Exercise: - Writing exercises Learning Outcomes: Students will examine and critique written texts through peer editing	- PowerPoint slides - Learning materials - WBSC-LMS - MS Teams - Line Messenger - Online resources	Attendance and participation (0.67%) Class Writing Activity (1%)	- ผศ.สุทธาสินี เกสรประทุม - Olivia Patricia Laurena
5 (3 Hrs.)	Unit 2: Writing Strategies and Techniques - Part 4: Writing Strategies and Techniques	Teaching Strategies: - Initial group discussion - Vocabulary learning - Interactive lecture on unit concepts Activity / Exercise: - Writing exercises Learning Outcomes: Students will: - distinguish language used in formal and informal writing - employ paraphrasing and summarizing techniques when supporting ideas with various sources. - organize reference details to generate the reference list	- PowerPoint slides - Learning materials - WBSC-LMS - MS Teams - Line Messenger - Online resources	Attendance and participation (0.67%) Class Writing Activity (1%)	- ผศ.สุทธาสินี เกสรประทุม - Olivia Patricia Laurena
6 (3 Hrs.)	Unit 2:	Teaching Strategies: - Initial group discussion	- PowerPoint slides - Learning materials	Attendance and participation	- ผศ.สุทธาสินี เกสรประทุม

Week No. (No. of hours)	Topics / Details	Teaching Strategies / Exercises	Teaching Materials	Assessment and Evaluation (Percentage)	Lecturer
	Writing Strategies and Techniques Part 4: Writing Strategies and Techniques	<ul style="list-style-type: none"> - Vocabulary learning - Interactive lecture on unit concepts <p>Activity / Exercise:</p> <ul style="list-style-type: none"> - Writing assignment <p>Learning Outcomes: Students will:</p> <ul style="list-style-type: none"> - distinguish language used in formal and informal writing - employ paraphrasing and summarizing techniques when supporting ideas with various sources. - organize reference details to generate the reference list 	<ul style="list-style-type: none"> - WBSC-LMS - MS Teams - Line Messenger - Online resources 	<p>(0.67%)</p> <p>Writing Assignment (1.5%)</p>	- Olivia Patricia Laurena
7 (3 Hrs.)	Unit 3: Writing Models: Book Reviews	<p>Teaching Strategies:</p> <ul style="list-style-type: none"> - Initial group discussion - Vocabulary learning - Interactive lecture on unit concepts <p>Activity / Exercise:</p> <ul style="list-style-type: none"> - Writing assignments <p>Learning Outcomes: Students will:</p> <ul style="list-style-type: none"> - define the type of writing model - examine and label the contents of a book review - practice the steps in writing a book review 	<ul style="list-style-type: none"> - PowerPoint slides - Learning materials - WBSC-LMS - MS Teams - Line Messenger - Online resources 	<p>Attendance and participation (0.67%)</p> <p>Writing Assignment (1.5%)</p>	<ul style="list-style-type: none"> - ผศ.สุทธาศินี เกสรประทุม - Olivia Patricia Laurena

Week No. (No. of hours)	Topics / Details	Teaching Strategies / Exercises	Teaching Materials	Assessment and Evaluation (Percentage)	Lecturer
		- analyze and discuss an assigned book/story to organize the ideas that will be written in the book review			
8 (1 Hrs. 30 mins.)	Midterm Exam			Attendance and participation (0.67%) Midterm Exam (20%)	- ผศ.สุทธาสินี เกสรณ์ประทุม - Olivia Patricia Laurena
8 (1 Hrs. 30 mins.) 9 (3 Hrs.)	Unit 4: Writing Models: Article Summary	<p>Teaching Strategies:</p> <ul style="list-style-type: none"> - Initial group discussion - Vocabulary learning - Interactive lecture on unit concepts <p>Activity / Exercise:</p> <ul style="list-style-type: none"> - Writing assignments <p>Learning Outcomes: Students will:</p> <ul style="list-style-type: none"> - define the type of writing model - examine and label the contents of an article summary - practice the steps in writing an article summary 	<ul style="list-style-type: none"> - PowerPoint slides - Learning materials - WBSC-LMS - MS Teams - Line Messenger - Online resources 	Attendance and participation (0.67%) Writing Assignment (1.5%)	- ผศ.สุทธาสินี เกสรณ์ประทุม - Olivia Patricia Laurena

Week No. (No. of hours)	Topics / Details	Teaching Strategies / Exercises	Teaching Materials	Assessment and Evaluation (Percentage)	Lecturer
		- analyze and discuss an assigned article to organize the ideas that will be written in the summary			
10 (3 Hrs.)	Unit 5: Writing Models: Comparison and Contrast Essays	<p>Teaching Strategies:</p> <ul style="list-style-type: none"> - Initial group discussion - Vocabulary learning - Interactive lecture on unit concepts <p>Activity / Exercise:</p> <ul style="list-style-type: none"> - Writing exercises - Writing assignments <p>Learning Outcomes: Students will:</p> <ul style="list-style-type: none"> - define the type of writing model - examine and label the contents of a comparison and contrast essay - practice the steps in writing an essay - analyze and discuss an assigned topic to organize the ideas that will be written in the essay 	<ul style="list-style-type: none"> - PowerPoint slides - Learning materials - WBSC-LMS - MS Teams - Line Messenger - Online resources 	<p>Attendance and participation (0.67%)</p> <p>Class Writing Activity (1%)</p> <p>Writing Assignment (1.5%)</p>	<ul style="list-style-type: none"> - ผศ.สุทธาสินี เกสรประทุม - Olivia Patricia Laurena
11 (3 Hrs.)	Unit 6: Writing Models: Division and Classification Essays	<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 - WBSC-LMS 	<p>Attendance and participation (0.67%)</p>	<ul style="list-style-type: none"> - ผศ.สุทธาสินี เกสรประทุม

Week No. (No. of hours)	Topics / Details	Teaching Strategies / Exercises	Teaching Materials	Assessment and Evaluation (Percentage)	Lecturer
		<ul style="list-style-type: none"> - Interactive lecture on unit concepts <p>Activity / Exercise:</p> <ul style="list-style-type: none"> - Writing exercises - Writing assignments <p>Learning Outcomes:</p> <p>Students will:</p> <ul style="list-style-type: none"> - define the type of writing model - examine and label the contents of a division and classification essay - practice the steps in writing an essay - analyze and discuss an assigned topic to organize the ideas that will be written in the essay 	<ul style="list-style-type: none"> - MS Teams - Line Messenger - Online resources 	Class Writing Activity (1%) Writing Assignment (1.5%)	<ul style="list-style-type: none"> - Olivia - Patricia - Laarena
12 (3 Hrs.)	Unit 7: Writing Models: Cause and Effect Essays	<p>Teaching Strategies:</p> <ul style="list-style-type: none"> - Initial group discussion - Vocabulary learning - Interactive lecture on unit concepts <p>Activity / Exercise:</p> <ul style="list-style-type: none"> - Writing exercises - Writing assignments <p>Learning Outcomes:</p> <p>Students will:</p> <ul style="list-style-type: none"> - define the type of writing model 	<ul style="list-style-type: none"> - PowerPoint slides - Learning materials - WBSC-LMS - MS Teams - Line Messenger - Online resources 	Attendance and participation (0.67%) Class Writing Activity (1%) Writing Assignment (1.5%)	<ul style="list-style-type: none"> - ผศ.สุทธชาติณี เกสรประทุม - Olivia - Patricia - Laarena

Week No. (No. of hours)	Topics / Details	Teaching Strategies / Exercises	Teaching Materials	Assessment and Evaluation (Percentage)	Lecturer
		<ul style="list-style-type: none"> - examine and label the contents of a cause-and-effect essay - practice the steps in writing an essay - analyze and discuss an assigned topic to organize the ideas that will be written in the essay 			
13 (3 Hrs.)	Unit 8: Writing Models: Problem and Solution Essays	<p>Teaching Strategies:</p> <ul style="list-style-type: none"> - Initial group discussion - Vocabulary learning - Interactive lecture on unit concepts <p>Activity / Exercise:</p> <ul style="list-style-type: none"> - Writing exercises - Writing assignments - Writing project <p>Learning Outcomes:</p> <p>Students will:</p> <ul style="list-style-type: none"> - define the type of writing model - examine and label the contents of a problem and solution essay - practice the steps in writing an essay - analyze and discuss an assigned topic to organize the ideas that will be written in the essay 	<ul style="list-style-type: none"> - PowerPoint slides - Learning materials - WBSC-LMS - MS Teams - Line Messenger - Online resources 	<p>Attendance and participation (0.67%)</p> <p>Class Writing Activity (1%)</p> <p>Writing Assignment (1.5%)</p> <p>Writing Project (15%)</p>	<ul style="list-style-type: none"> - ผศ.สุทธาสินี เกสรประทุม - Olivia Patricia Laurena

Week No. (No. of hours)	Topics / Details	Teaching Strategies / Exercises	Teaching Materials	Assessment and Evaluation (Percentage)	Lecturer
14 (3 Hrs.)	Unit 9: Writing Models: Literature Review	<p>Teaching Strategies:</p> <ul style="list-style-type: none"> - Initial group discussion - Vocabulary learning - Interactive lecture on unit concepts <p>Activity / Exercise:</p> <ul style="list-style-type: none"> - Writing assignments <p>Learning Outcomes: Students will:</p> <ul style="list-style-type: none"> - define the type of writing model - examine and label the contents of a literature review - practice the steps in the review process - analyze and discuss an assigned article to organize the ideas that will be written in the review 	<ul style="list-style-type: none"> - PowerPoint slides - Learning materials - WBSC-LMS - MS Teams - Line Messenger - Online resources 	<p>Attendance and participation (0.67%)</p> <p>Writing Assignment (1.5%)</p>	<ul style="list-style-type: none"> - OPL - TD
15 (3 Hrs.)	Unit 10: Writing Models: Case Studies -Part 1: Reading Case Studies -Part 2: Writing Case Studies	<p>Teaching Strategies:</p> <ul style="list-style-type: none"> - Initial group discussion - Vocabulary learning - Interactive lecture on unit concepts <p>Activity / Exercise:</p> <ul style="list-style-type: none"> - Writing exercises <p>Learning Outcomes: Students will:</p> <ul style="list-style-type: none"> - define the type of writing model 	<ul style="list-style-type: none"> - PowerPoint slides - Learning materials - WBSC-LMS - MS Teams - Line Messenger - Online resources 	<p>Attendance and participation (0.67%)</p> <p>Class Writing Activity (1%)</p>	<ul style="list-style-type: none"> - OPL - TD

Week No. (No. of hours)	Topics / Details	Teaching Strategies / Exercises	Teaching Materials	Assessment and Evaluation (Percentage)	Lecturer
		<ul style="list-style-type: none"> - examine and label the contents of a case study analysis - discuss and describe the steps in writing the analysis 			
16	Final Examination			Final Examination (30%)	<ul style="list-style-type: none"> - ผศ.สุทธาสินี เกสรประทุม - Olivia Patricia Laurena

5.2 Assessment and Evaluation

1) Grading Breakdown:

Attendance and Participation	10%
Class Writing Activities	10%
Writing Assignments	15%
Writing Project	15%
Midterm Exam	20%
Final Exam	30%

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. (2021). *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 / Assignments
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.