

Thai Qualification Framework #3

เอกสารหมายเลข มคอ.๓

Detail Course Description (302 314)

Institution Name: Mahachulalongkornrajavidyalaya University
Campus/Faculty/Department: Faculty of Humanities

General Information

1. Subject Code and Name of the Subject/Course 302 314 Reading and Writing English for Social Sciences and Humanities
2. Number of Credit 3 Credits 3 (3-0-6)
3. Degree and Course Bachelor's Degree Course in Arts (Major: English)
4. Name of Instructor Assoc. Prof. Dr. Dipti Visuddhangkoon
5. Semester/Graduate Level/Year Second Semester/Third Year
5. Pre-requisite N/A
6. Co-requisites N/A
7. Location/Place of study Mahachulalongkornrajavidyalaya University, Khonkaen Campus
8. Latest Date of Curriculum Revision (New Curriculum implemented since BE 2560/2018) Parts of this lesson plan was updated on 24 August 2019/BE 2562.

Purpose and Objectives

1. Course Focus/Purpose Focus on students' reading and writing skills, project writing ability and seminar presentation on topics related to Social Sciences and Humanities at the intermediate and advanced level both content-wise and in language usage enabling them to converse, make oral presentations, involve in group discussion and answer questions
2. Objectives in Course Revision Develop and improve the course content in a clear fashion making it consistent with the course focus/purpose and leading to proficient learning and teaching that would enable students to acquire presentation skills, project writing ability and seminar on Buddhism at the advanced level both content-wise and in language usage and make them skilled in conversation, oral presentations, group discussion and prompt responsiveness as per the requirement of the TQF.

Procedural Method

1. Course description Skill acquisition in presentation skills, project writing ability and seminar on topics related to Social Sciences and Humanities both content-wise and language usage, practice of conversational skills, oral presentation, group discussion and prompt responsiveness			
2. Teaching Hours per semester			
Lecture	Extra/Supplementary teaching	Practical/field work/training	Self-access learning
Lecture 45 hours per semester	Supplementary teaching as per requirement of individual student's need	Make presentation at student seminars and participate at debating contests	N/A
3. Number of hours per week for individual counseling to students - instructor would notify counseling hours and timings on the faculty webpage or official website - instructor would arrange 1 hour per week for individual or group counseling as per requirement			

Students' Learning Development

1. Virtue and Ethics
1.1 Virtue and Ethics required to develop Virtue and ethics development in students for harmonious living in society and collective well-being; instructor makes an effort at inserting virtue-building and ethical issues in the content of the text enabling students to integrate them with knowledge acquisition on the specific subject as per the following requirement of the subject – <ol style="list-style-type: none"> (1) Aware and be concerned about the value and virtue of self-sacrifice and honesty (2) Have discipline, punctuality, personal, professional and social responsibilities (3) Leadership and co-coordinating skills, ability to work in a team, ability in problem-solving and priority-sequencing (4) Respect for individual rights and considerate to other people's viewpoints with an overall sense of respect for the value and sanctity of being human (5) Respect institutional and social rules and regulations
1.2 Teaching method - lecture on specific topics citing examples - assign work to students for the acquisition of presentation skills, project writing ability and seminar on Buddhism at the advanced level both content-wise and in language usage and practice speaking skills in class, exchange ideas and opinions among students themselves and between students and instructor - to make them skilled in conversation, oral presentations, group discussion and prompt responsiveness with suggestion on ethical issues that are manifested in the prescribed text/s - emphasis is laid on student/learner-centered learning, encourage students' participation and expression of views and perspectives on each unit and exchange of ideas and opinions in the classroom

<p>-stimulate and encourage students to attend lectures regularly, have discipline and confidence in expressing himself and have responsibility towards himself and society at large</p>
<p>1.3 Evaluation method</p> <ul style="list-style-type: none"> - Evaluate classroom attendance, participation and timely submission of all assigned task - Conduct pretest in order to assess students’ foundational knowledge on the subject-content - Mid-term Test to examine the effectiveness in implementation of objectives and set goals - Exercise and Activity - Work Sheet - Final exam
<p>2. Knowledge</p>
<p>2.1 Knowledge acquisition Knowledge about presentation and seminar skills at the advanced level as follows –</p> <ul style="list-style-type: none"> - Ability to make seminar presentation on topics related to Social Sciences and Humanities at an advanced level in regards to content and language usage - Ability in oral presentation, group discussion and answering questions
<p>2.2 Teaching Method Lecture with citation of examples, use of instructional text, media, assign work, exercise, work sheets, classroom discussion with a focus on Student-centered and Problem based Learning</p>
<p>2.3 Evaluation Method</p> <ol style="list-style-type: none"> 1. Pre-test 2. Review of objectives by using work sheets 3. Test on every unit using exercises 4. Mid-term and final examination 5. Interactive session in the class 6. Personal Problems Solving
<p>3. Wisdom skills</p>
<p>3.1 Wisdom skill development Develop skills in thinking and analyzing subject-content systematically, ability in applying the knowledge in actual situation, having knowledge and understanding of ideas, principles and theories with thoughtful and analytical procedure and creative way of problem solution while confronting new and unthought-of-situation, ability in investigating the real issue/s, drawing conclusion that leads to understanding along with analysis and synthesis of problem and integration of the subject-based knowledge with Buddhist principles</p>
<p>3.2 Teaching Method - Lecture with in-text exemplification</p>

<ul style="list-style-type: none"> - Analysis-based lecture demonstrating relational integration of subject-content - provide opportunity to students to express opinion and correction of individual mistakes - provide opportunity to students for self-access learning and exchange of ideas in class
<p>3.3 Evaluation method</p> <p>Mid-term test and final examination with emphasis on analysis and application and integration of subject-content using cloze test, work sheets and exercise</p>
<p>4. Personal Relationship skill and responsibility</p>
<p>4.1 Personal Relationship skill and responsibility required to develop</p> <ul style="list-style-type: none"> - Develop inter-personal relationship among students - Develop inter-personal relationship between student and instructor - Develop leadership and dependent skills in team work - Develop self-assess learning skills, discipline, responsibility in team work and punctuality
<p>4.2 Method of teaching</p> <ul style="list-style-type: none"> - Arrange group relationship activity in learning - Arrange group learning - Train working in team
<p>4.3 Evaluation method</p> <ul style="list-style-type: none"> - Self-evaluation by recommended task - Evaluate behavior in team work - Evaluate self-assess learning report
<p>5. Skill in numerical/statistical analysis, communication media and technology</p> <p>5.1 Skill in numerical/statistical analysis, communication media and technology required to develop</p> <ul style="list-style-type: none"> - Develop communicative, speaking, listening, translating, writing and presentation skills in the class - Develop skills in analysis of case studies - Develop skills in online information search - Develop skills in using technology media for communication such as email, file attachment, and web-page for expressing opinions on different topics - Develop presentation skill using appropriate models, instruments and technology <p>5.2 Teaching method</p> <ul style="list-style-type: none"> - assign self-access online learning task, use of different search engines for information, e-learning and report writing with full reference of information sources - presentation with use of models and technology <p>5.3 Method of evaluation</p> <ul style="list-style-type: none"> - Evaluation based on report, assignment, exercise, work sheet and PowerPoint presentation - Evaluation of discussion and method of exposition

Lesson Plan and Evaluation

1. Lesson Plan

Serial Week	Course Outline	Teaching Hours	Activities and Teaching media (If available)	Instructor
1	<p>INTRODUCTION</p> <p>1.1 Introduction on Teaching Plan</p> <p>1.2. Description of subject</p> <p>1.3 Objectives of subject</p> <p>1.4 Methods of evaluation</p> <p>1.5 Learning activities</p> <p>1.6 Assignment</p> <p>1.7 Attendance</p> <p>UNIT 1 : Talking about topics related to Social Sciences and Humanities, getting to know about seminar presentation and academic discussion on related topics</p> <p>1.1 Focus</p> <p>Study 1: Explain the words – ‘reading’, ‘writing’, ‘presentation’, ‘seminar’, ‘research proposal’ and ‘project writing’ in detail</p> <p>Study 2: Understand the significance and usefulness of in-depth reading, seminar presentation, and project writing skills</p>	3	<p>Lecture</p> <p>Illustration</p> <p>Work sheet</p> <p>Power Point</p> <p>Projector</p>	Assoc. Prof. Dr. Dipti Visuddhangkoon
2	<p>UNIT 1: Continued</p> <p>Study about developing reading and writing skills, critical thinking, debating, class presentation and also project-writing method/s</p> <p>1.2 Focus</p> <p>Demonstrate the public speaking and project writing method/s</p> <p>1.3 Post Lecture Classroom Activity</p> <p>Every student writes a project outline and makes individual Power Point presentation of it</p>	3	<p>Lecture</p> <p>Illustration</p> <p>Work sheet</p> <p>Power Point</p> <p>Projector</p>	

Serial Week	Course Outline	Teaching Hours	Activities and Teaching media (If available)	Instructor
3	<p>UNIT 2 The role of Humanities in the era of globalization</p> <p>Discussion Topic: Globalization and the Humanities</p> <p>2.1 Post Lecture Classroom Activity</p> <p>1. Students make seminar presentation on the role of Humanities to enhance intercultural communication</p> <p>2. Students engage in discussion, expository reading and writing</p>	3	Lecture Illustration Work sheet Power Point Projector	
4	<p>UNIT 2 Continued</p> <p>Discussion Topic: The changing roles of citizens in the present era of ICT and Technology Disruption</p> <p>2.2 Post Lecture Classroom Activity</p> <p>1. Students make seminar presentation on the specific topic of “Monastics and the use of ICT”</p> <p>2. Students engage in debating, discussion, expository reading and writing on the inevitability and the pros and cons of the Fourth Revolution</p>	3	Lecture Illustration Work sheet Power Point Projector	
5	<p>UNIT 3 Life in the age of Global Warming</p> <p>Discussion Topic: The role of narratives and discourses in enhancing understanding to solve global crisis</p> <p>3.1 Post Lecture Classroom Activity</p> <p>1. Students make seminar presentation on the role of powerful discourses to change the world</p> <p>2. Students engage in debating and discussion of ways to forge a better future</p>	3	Lecture Illustration Work sheet Power Point Projector	
6	<p>UNIT 3: Continued</p> <p>Discussion Topic: The Buddhist Middle Path</p>	3	Lecture Illustration	

Serial Week	Course Outline	Teaching Hours	Activities and Teaching media (If available)	Instructor
	<p>3.2 Post Lecture Classroom Activity</p> <p>1. Students make seminar presentation on The Noble Eightfold Path and the Dependent Origination</p> <p>2. Students engage in debating, discussion, expository writing and conclusion of main points of the above topics</p>		<p>Work sheet</p> <p>Power Point</p> <p>Projector</p>	
7	MID-TERM TEST	3		
8	<p>UNIT 4 Talking about Buddhist Education</p> <p>Discussion Topic: The role of Buddhist media in enhancing understanding of Dhamma</p> <p>4.1 Post Lecture Classroom Activity</p> <p>1. Students make seminar presentation on different Buddhist media outlets they have access to</p> <p>2. Students engage in debating, discussion, expository writing and conclusion of main points</p>	3	<p>Lecture</p> <p>Illustration</p> <p>Work sheet</p> <p>Power Point</p> <p>Projector</p>	
9	<p>UNIT 4 Continued</p> <p>Discussion Topic: Future of the Buddhist University in the Era of Digital Disruption</p> <p>4.2 Post Lecture Classroom Activity</p> <p>1. Students make seminar presentation on the role of MCU (referring to the latest talk by the former MCU Rector, The Most Venerable Prof. Dr. Phra Brahmapundit, delivered on the occasion of the 64th Graduation Ceremony on 23 May 2019/2562).</p> <p>2. Students engage in debating, discussion, expository reading and writing</p>	3	<p>Lecture</p> <p>Illustration</p> <p>Work sheet</p> <p>Power Point</p> <p>Projector</p>	

Serial Week	Course Outline	Teaching Hours	Activities and Teaching media (If available)	Instructor
10	<p>UNIT 5 The relevance of Secular and Religious Literature in the contemporary world</p> <p>Discussion Topic: Buddhist Literature</p> <p>5.1 Post Lecture Classroom Activity</p> <p>1. Students make seminar presentation on the Jatakas with particular reference to the Vessantara Jataka and the cultural manifestation of it in different regions of Thailand</p> <p>2. Students engage in debating, discussion, expository reading and writing and conclusion of main points of the impact of the Vessantara Jataka in Thai society</p>	3	<p>Lecture</p> <p>Illustration</p> <p>Work sheet</p> <p>Power Point</p> <p>Projector</p>	
11	<p>UNIT 6 Art and Culture</p> <p>Discussion Topic: Buddhist Indigenous Cultural Manifestations</p> <p>6.1 Post Lecture Classroom Activity</p> <p>1. Students write on Boonkumkhaoyai and Boon Pravet and make seminar presentation in the class</p> <p>2. Students engage in debating, discussion, expository writing and conclusion of main points on the above two topics</p>	3	<p>Lecture</p> <p>Illustration</p> <p>Work sheet</p> <p>Power Point</p> <p>Projector</p>	

Serial Week	Course Outline	Teaching Hours	Activities and Teaching media (If available)	Instructor
12	<p>UNIT 7 Contemporary Issues from the Buddhist perspective</p> <p>Discussion Topic: The problem of narcotics and how it leads to the violation of the Five Precepts</p> <p>7.1 Post Lecture Classroom Activity</p> <p>1. Students read on narcotic literature and make seminar presentation on such social problems like drug/alcohol addiction and drug trafficking and suggest various methods to solve the problems</p> <p>2. Students engage in debating, discussion, expository writing and conclusion of main points on the above topics</p>	3	Lecture Illustration Work sheet Power Point Projector	
13	<p>UNIT 7 Continued</p> <p>Discussion Topic: The sex industry and how it leads to the violation of the Five Precepts</p> <p>7.1 Post Lecture Classroom Activity</p> <p>1. Students make seminar presentation on the issue of sex industry in Thailand and other Third World countries</p> <p>2. Students engage in debating, discussion, expository writing and conclusion of main points on the evils of the sex industry, the power politics involved in it and ways to solve the problem from a Buddhist perspective</p>	3	Lecture Illustration Work sheet Power Point Projector	

Serial Week	Course Outline	Teaching Hours	Activities and Teaching media (If available)	Instructor
14	<p>UNIT 8 Buddhism and Deconstruction</p> <p>Discussion Topic: Buddhist Ethics and the dismantling of binaries</p> <p>7.3 Post Lecture Classroom Activity</p> <p>1. Students read the instructor's research monograph <i>Deconstruction deconstructed: A study of Ajahn Chah in the light of Derridean philosophy</i></p> <p>2. Students make seminar presentation on Ajahn Chah's mode of deconstructionist practice</p> <p>3. Students engage in debating, discussion, expository writing and conclusion of main points</p>	3	<p>Lecture</p> <p>Illustration</p> <p>Work sheet</p> <p>Power Point</p> <p>Projector</p> <p>Research Monograph</p>	
15	<p>UNIT 9 Feminism and Buddhism</p> <p>Students read the instructor's paper on "Buddhist Feminism: Its Ecumenical Role and Compassionate Activism"</p> <p>8.1 Post Lecture Classroom Activity</p> <p>1. Students make seminar presentation on the pertinent issue of raising the social status of female monastics in the Theravada Buddhist context in general and Thai society in particular</p>	3	<p>Lecture</p> <p>Illustration</p> <p>Work sheet</p> <p>Power Point</p> <p>Projector</p> <p>Research Paper</p>	
16	<p>UNIT 10 Buddhism and Mental Development</p> <p>Discussion Topic: Buddhism and Neuroscience</p> <p>8.2 Post Lecture Classroom Activity</p> <p>1. Students make seminar presentations on the topic of new discoveries in neuroscience that highlight the impact of teachings on mental development in Buddhism</p> <p>2. Students engage in debating, discussion, expository writing and conclusion of main points on the above specific topic</p> <p>3. The instructor winds up the course</p>	3	<p>Lecture</p> <p>Illustration</p> <p>Work sheet</p> <p>Power Point</p> <p>Projector</p>	

Serial Week	Course Outline	Teaching Hours	Activities and Teaching media (If available)	Instructor
	and gives a brief guideline to students on the final examination			
	FINAL TEST			

2 Evaluation Plan of Knowledge Acquisition

No	Evaluation Method	Test Week	Percent
1	Mid-term test	8	20%
	Final Examination	16	40%
2	Analysis Readiness in conversational skills Exposition Oral presentation Extempore speech on selected topics Acquisitions of research proposal and project writing skills	Throughout the course	30%
3	Class attendance Class participation	Throughout the course	10%

Instructional Resources

<p>1. Course books Dipti Visuddhangkoon. <i>Deconstruction deconstructed: A study of Ajahn Chah in the light of Derridean philosophy</i>, 2012. _____. <i>A Collection of Papers Presented at International Conferences</i>, 2011. _____. <i>Reflections – A Collection of Selected Papers</i>, 2018.</p>
<p>2. Important recommended textbooks and conference proceedings/volumes Dipti Visuddhangkoon, <i>Let's Talk: A Comprehensive Guide to English Conversation in the Buddhist Context</i>, Mahachulalongkornrajavidyalaya University, Khonkaen, 2018. Dipti Mahanta, <i>Advanced Listening and Speaking in English</i>, Mahachulalongkornrajavidyalaya University, Khonkaen, 2011. _____, <i>English Conversation for Buddhist Monks</i>, Mahachulalongkornrajavidyalaya University, 2004.</p>

Dipti Mahanta, *Listening and Speaking English I*, Mahachulalongkornrajavidyalaya University, Khonkaen, 2006; reprinted 2013.

ICUNDV Conference Volumes 2009, 2010, 2011.

IABU Conference Volume 2012

3. Recommended Books

Depvedi, Phra (P.A. Payutto), *Dictionary of Buddhism*, Mahachulalongkornrajavidyalaya University Press, Bangkok, 1992.

Phra Medhidhammaporm Phra, *Buddhist Morality*, Mahachulalongkornrajavidyalaya University, Bangkok, 1994.

Evaluation and Revision of the Course/Subject

1. Students Evaluation of Subject/Course Effectiveness

Evaluation of Subject/Course effectiveness based on students' suggestion and feedback as per the following steps –

- Instructor and course evaluation form
- Evaluation worksheet on course objectives' effectiveness
- Student-teacher dialogue
- Observation of students' behavior
- Online feedback on departmental web-page designed by the instructor for interaction with students

2. Teaching Evaluation Strategy

Data for teaching evaluation have the following strategies-

- Questionnaire on teaching effectiveness
- Observation of teaching by members of teaching team
- Exam results
- Scrutiny of exam scores

3. Teaching improvement

The results from the teaching evaluation are used in improving the teaching as follows –

- instructor be informed about the results of students' evaluation
- Seminar on teaching
- Classroom and applied research

4. Examination of the scale of students' success in the subject

During the entire teaching course, revisionary examination of success be conducted on main subject heading based on worksheet, exercise, student interview, assigned work, students' conduct, both before and after the final exam as follows –

- revision of exam score of students by invited experts or resource persons
- evaluation of students examination score or grade report based on examination of question papers, worksheet, report, method of scoring and students' behavior by the departmental committee

5. Revisionary procedure and improvement plan for course effectiveness

For raising the standard the following revision plan is laid out

- course revision every 3 years or as per the requirement suggested after evaluation of success score in point 4
- change instructor for students to develop new perspectives on knowledge application derived from instructor's research
- arrange workshop for exchange of knowledge and brainstorming on development of better and proficient teaching and learning method