

Thai Qualification Framework #3

Course Specification (302 102)

Institution Name: Mahachulalongkornrajavidyalaya University

Campus/Faculty/Department: Department of English, MCU, Khonkaen campus

Unit 1 General Information

1. Subject Code and Subject/Course Title 302 102: Structure and Reading in English
2. Number of Credit 3 Credits (3-0-6)
3. Degree Level and Major Bachelor of Arts Major: English
4. Name of Instructors Assoc. Prof. Dr. Dipti Visuddhangkoon/Mr Suriya Bunyarang
5. Semester/Graduate Level/Year First Semester/First Year (Academic year 1/2023/BE 2566)
6. Pre-requisite N/A
7. Co-requisites N/A
8. Location/Place of study Mahachulalongkornrajavidyalaya University, Khonkaen Campus
9. Latest Date of Curriculum Revision 22nd May 2023

Unit 2 Purpose and Objectives

<p>1. Course Focus/Purpose</p> <p>Participants can effectively read and analyse English structures at various levels. Additionally, they can guess comprehensively the meaning of words and capture the relation of phrases and clauses which occur in sentences. Moreover, they can confidently provide their opinion regarding to structural analysis from any text they read.</p>
<p>2. Objectives of Course Revision</p> <p>Develop and improve the content of the subject to be clear and consistent with the course focus/purpose. It can lead to effective management of teaching and learning which enables participants to read, guess the meaning of words and have a set of knowledge and understanding of structural analysis meeting the requirement of the TQF.</p>

Unit 3 Procedural method

<p>1. Course description</p> <p>This course is designed to help students develop their reading skills and improve their understanding of English grammar structures. The course will cover a range of topics including sentence structure, verb tenses, passive voice, conditionals, modals, and subordinates. Students will also work on improving their effective reading skills through the analysis of various texts.</p>			
<p>2. Teaching Hours per semester</p>			
Lecture	Extra/Supplementary teaching	Practical/field work/training	Self-access learning
Lecture 45 hours per semester	Supplementary teaching as per the requirement of individual student's need	N/A	6-hour self-studying
<p>Number of hours per week for individual counselling to students</p> <p>Instructors would notify counselling hours and timings on the faculty webpage or official website</p> <p>Instructors would arrange 1 hour per week for individual or group counselling as per requirement</p>			

Unit 4 Students' Learning Development

<p>1. Virtue and Ethics</p>
<p>1.1 Virtue and Ethics required to develop</p>

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 –

- (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-ordinating skills, ability to work in a team, ability in problem-solving and priority-sequencing
- (4) Cultivate respect for individual rights and be 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 effective reading and English grammar structure analysis at the advanced level both content-wise and in language usage and practice reading skills in class, exchange ideas and opinions among students themselves and between students and instructor
- To make them skilled in effective reading, English grammar structure analysis, oral presentations, group discussion and prompt responsiveness with suggestion on various issues that are included 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
- Stimulate and encourage students to attend lectures regularly, have discipline and confidence in expressing himself or herself and have responsibility towards oneself and society at large

1.3 Evaluation method

- 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
- Worksheet
- Final Examination

2. Knowledge

2.1 Knowledge acquisition

Knowledge and ability in the use of language skills in effective reading and English grammar structure analysis –

- Acquire effective reading and English grammar structure analysis skills at the advanced level in regards to content and language usage
- Ability in oral presentation, group discussion and answering questions

2.2 Teaching Method

Lecture with citation of examples, use of instructional document, media, language activities, worksheets, assignment of team and individual work, classroom discussion with a focus on Student-centered and Problem-based Learning

2.3 Evaluation Method

1. Pre-test
2. Review of objectives by using worksheets
3. Test on every unit using exercises
4. Mid-term and final examination
5. Interactive session in the class
6. Personal problem solving

3. Wisdom skills

3.1 Wisdom skill development

Develop skills in thinking and analysing 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 whilst 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

3.2 Teaching Method

- Lecture with in-text exemplification
- 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

3.3 Evaluation method

Mid-term test and final examination with emphasis on analysis, application, and integration of subject-content using cloze test, worksheets and exercises

4. Personal Relationship skill and responsibility

4.1 Personal Relationship skill and responsibility required to develop

- Develop inter-personal relationship among students
- Develop inter-personal relationship between student and instructor
- Develop leadership and dependent skills in teamwork
- Develop self-assess learning skills, discipline, responsibility in team work and punctuality

4.2 Method of teaching

- Arrange group relationship activity in learning
- Arrange group learning
- Train working in team

4.3 Evaluation method

- Self-evaluation by recommended task
- Evaluate behaviour in teamwork
- Evaluate self-assess learning report

5. Skill in numerical/statistical analysis, communication media and technology

5.1 Skill in numerical/statistical analysis, communication media and technology required to develop

- 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 media technology 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

5.2 Teaching method

- 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

5.3 Method of evaluation

- Evaluation based on report, assignment, exercise, worksheet and PowerPoint presentation
- Evaluation of discussion and method of exposition

Unit 5 Lesson Plan and Evaluation

1. Lesson Plan

Serial Week	Course Outline	Teaching Hours	Activities and Teaching media	Instructor
1	INTRODUCTION Introduction on Teaching Plan Description of subject Objectives of subject Methods of evaluation Learning activities Assignment Attendance Pre-test	3	Lecture Coursebook Illustration Worksheet PowerPoint Projector	Assoc. Prof. Dr. Dipti Visuddhangkoon /Mr Suriya Bunyarang
2-3	UNIT 1: PARTS OF SPEECH Noun Pronoun Adjective Verb Adverb Preposition Conjunction Interjection	6	Lecture Coursebook Illustration Worksheet PowerPoint Projector	
4-6	UNIT 2: VERB TENSES AND FORMS Simple tense Present simple tense Past simple tense Future simple tense Continuous tense Present continuous tense	9	Lecture Coursebook Illustration Worksheet PowerPoint Projector	

Serial Week	Course Outline	Teaching Hours	Activities and Teaching media	Instructor
	Past continuous tense Future continuous tense Perfect tense Present perfect tense Past perfect tense Future perfect tense Perfect continuous tense Present perfect continuous tense Past perfect continuous tense Future perfect continuous tense Modal tense Modal tense Modal perfect tense			
7-8	UNIT 3: PASSIVE VOICE Passive voice of simple tense Passive voice of continuous tense Passive of perfect tense Passive voice of perfect continuous tense	6	Lecture Coursebook Illustration Worksheet PowerPoint Projector	
9	MID-TERM TEST	3		
10-11	UNIT 4: CLAUSES Independent clause Dependent clause Adjective clause Noun clause Adverbial clause Conditional clause Principal clause Coordinate clause Non-finite clause	6	Lecture Coursebook Illustration Worksheet PowerPoint Projector	

Serial Week	Course Outline	Teaching Hours	Activities and Teaching media	Instructor
12-13	UNIT 5: SENTENCE STRUCTURES Simple sentence Compound sentence Complex sentence Compound complex sentence	6	Activities and Teaching media	
14-16	UNIT 6: EFFECTIVE READING TECHNIQUES How to improve an effective reading Elements of reading Comprehension Retention Remember Recall Recognition Skimming Reading Method Skimming to identify the topic Skimming to identify the author's point of view Skimming to understand the context Scanning Reading Method Scanning to find a single word Scanning for a single fact Reading for Better Understanding Reading context to get better understanding Analysis of vocabulary Guessing method to get better understanding Context Clues to guess the meaning	9	Lecture Coursebook Illustration Worksheet PowerPoint Projector	
17	FINAL EXAMINATION	3		

2. Evaluation Plan of knowledge acquisition

No	Evaluation Method	Test Week	Percent
1	Mid-term test	9	20%
	Final Examination	17	50%
2	Analysis Readiness in effective reading skill Readiness in guessing words in context Oral presentation	Throughout the course	20%
3	Class attendance Class participation	Throughout the course	10%

Unit 6 Instructional Resources

<p>1. Course book</p> <p>Aue-apaikul, Panida and Phoolsook Ratanotayanonth. Developing Reading Skills. Bangkok: PSP, 1987.</p>
<p>2. Important book</p> <p>Methaphan Phothisheerarat, Asst. Prof.Dr. Structure and Reading in English (Teaching Document). Bangkok: Department of Foreign Languages, Faculty of Humanities, 2007.</p>
<p>3. Recommended Books</p> <p>Keyser, Dale F. Effective English Usage. Michigan: Pendell Publishing Company, 1974.</p> <p>Maxwell, Martha J. Skimming and Scanning Improvement. New York: Mc Graw-Hill Book Company, 1969.</p> <p>Miller, Lyle L. Developing Reading Efficiency. Minnesota: Burgess Publishing Company, 1972.</p> <p>Nakalasin, Rabieb, Kanitta Utawanit and Yura Lemchuen. Practical English Structure. Bangkok: Thammasat University Press, 1993.</p> <p>Rayger, Alton L. Reading for the Main Idea. New York: Hill Book Company, 1969.</p> <p>Raygor, Alton L. and Raygor, Robin D. Effective Reading. New York: Mc. Graw-Hill Book company, 1985.</p> <p>Thanavidyaphol, Vinich-Somthavil. Grammatical Structure Tests. Bangkok: Chuanphim, 1995.</p> <p>Wren, P.C. and Martin, H. English Grammar and Composition. New Delhi: S.Chand & Company Ltd., 1989.</p> <p>Zanvoort, R.W.blic Relatins. Principles and Procedures. New York: Hi Chard D. Irwin, 1971.</p>

Unit 7 Evaluation and Revision of 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' behaviour
- 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' behaviour 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 four to five year or as per the requirement suggested after evaluation of success score in point 4
- Instructor develop new perspectives on knowledge application based on research
- Arrange workshop for exchange of knowledge and brainstorming on development of better and proficient teaching and learning method