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**TQF. 3 Course Specification**

**Course Code :** IGL1103

**Course Title** **:** English Composition for Daily Life

**Credits** **:** 3(3-0-6)

**Semester /Academic Year :** 1/ 2014

**Students :** Bachelor of Business Administration in Hospitality and Tourism Management

**Lecturers :** Miss. Kanyapilai Kunchornsirimongkon

International College, Suan Sunandha Rajabhat University

**Table of Contents**

|  |  |  |
| --- | --- | --- |
| **Section** | **Contents** | **Pages** |
| Section 1 | General Information | 2 |
| Section 2 | Objectives and Purposes | 3 |
| Section 3 | Course Structure | 4 |
| Section 4 | Developing Student’s Learning Outcomes | 5 |
| Section 5 | Lesson Plan and Assessment | 8 |
| Section 6 | Learning and Teaching Resources | 13 |
| Section 7 | Course Evaluation and Improvement | 14 |

**Section 1 General Information**

1. **Code and Course Title:** IGL1103 English Composition for Daily Life
2. **Credits:**  3(3-0-6)

**3. Curriculum and Course Category :**

This course of Bachelor of Business Administration, International College, SSRU is categorized in *Requirement Course: Cluster in International Teaching Profession* ***.***

**4. Lecturers:** Miss Kanyapilai Kunchornsirimongkon

**5. Year / Semester**

 Undergraduate Student Year 1 / Semester 1/2014

**6. Prerequisite Course**

 None

**7. Co-requisite Course :**

 None

**8. Learning Location**

Srijuthapa Building Number**:** 21

 Wednesday 12.00 – 15.30 Room No. 2145

 Thursday 15.30-18.30 Room No.2147

**9. Last Date for Preparing and Revising this Course:**

 Revised: August 20, 2014

**Section 2 Objectives and Purposes**

**1. Course Objectives**

At the end of this course, the student will be able to perform in the following areas of performance:

1. Connect the writing class with their goals in their everyday lives.
2. Write well- developed organized paragraphs, essays, and paper.
3. Build grammar skills.
4. Improve their proficiency in English grammar and usage.

**2. Purposes for Developing / Revising Course (content / learning process / assessment / etc.)**

According to TQF (Thailand Quality Framework: HEd.) and the Teachers’ Council of Thailand with the standards of professional knowledge and experience for requirement courses, graduate students program in mathematics education should have essence of knowledge in learning management, classroom management, and educational quality assurance as follows:

2.1 **Learning management consisting of:**

* 1. Learning and teaching theories;
	2. Learning models and instructional model development;
	3. Design and management of learning experiences;
	4. Integration of contents for learning groups;
	5. Integration for group learning;
	6. Techniques and know-how in learning management;
	7. Media implementation and production and innovative development for learning;
	8. Learner-oriented learning management;
	9. Learning evaluation.

2.2 **Classroom management consisting of:**

1. Management theory and principles;
2. Educational leadership and teamwork;
3. Systematic thinking;
4. Learning of organizational culture;
5. Organizational human relations and communication;
6. Preparation and development academic programs and
7. activities for educational institution and communities ;
8. Information system for management.

**2.3 Educational Quality Assurance consisting of:**

* 1. Principles and procedures for educational quality assurance;
	2. Elements of educational quality assurance;
	3. Educational standards;
	4. Internal and external assurance;
	5. Roles of administrators on the educational assurance.

**Section 3 Course Structure**

**1. Course Outline**

 Introduction to English composition for daily life, functional writing: writing for everyday communication and academic writing**.**

**2. Time Length per Semester (Lecture – hours / Practice – hours / Self Study – hours)**

|  |  |  |  |
| --- | --- | --- | --- |
| **Lecture** | **Practice/****Field Work/Internship** | **Self Study** | Remedial Class |
| 48 hours | - | 96 hours | 3+ (if any) |

**3. Time Length per Week for Individual Academic**

 **Consulting and Guidance**

1 hour / week

**Section 4 Developing Student’s Learning Outcomes**

| **Learning Standards/Outcomes** | **Learning Activities** | **Learning Assessment** |
| --- | --- | --- |
| **1. Ethics and Morals** To have ethic behavior (personal responsibility , corporate responsibility) and moral reasoning. | Work in group to discuss learning management, classroom management, and educational quality assurance; and their impact on teachers’ skills and attitudes. | Group discussion Report |
| **2. Knowledge**(1) Be able to compile courses to formulate a learning plan for teaching mathematics.(2) Be able to design a learning model appropriate to the learners’ ages; (3) Be able to select, develop and produce media and instrument that promote learning. | 1. Introduce the educational philosophy and curriculum theory; Factors and Conditions for Curriculum Design and Development. 2. Compare and contrast among perspectives on national education and universal education system. 3. Have the students develop their plans to establish mathematics curriculum and curriculum evaluation.  | 1.Term papers2.Group report presentation |
| **3. Cognitive Skills** (1) Be able to organize activities that promote learning and classify the learners’ levels based on evaluation. (2) Able to manage learning resources and classroom environment for educational quality and standards.(3) Able to prepare self-evaluation report of educational institutions in support of internal and external evaluation. | 1. Use research-based learning and internet-based learning to construct cognitive skills in solving mathematics classroom problems.2. Discussion and presentation of research findings **–** students write reports, and other forms of work documentation to include in their portfolios or oral presentation their findings from discussion / searching information. 3. Student center | 1. Individual portfolio2. Term papers3. Group report presentation4. Individual assignment for student interesting report. |

|  |  |  |
| --- | --- | --- |
| **Learning Standards/Outcomes** | **Learning Activities** | **Learning Assessment** |
| **4. Interpersonal Skills and Responsibilities**  (1) Have responsibility for assignment : select ideas in education from different theoretical perspectives, application to standards. (2) Can adjust to work in team both as leader or follower. | 1. Use research-based learning and internet-based learning on socio-economic analysis of policy issues in education impact on learning management, classroom management, and educational assurance.2. Students work in group of five. They plan to use Cooperative learning and PBL technique to search information demonstrate interpersonal skills and responsibility in a variety of socio-economic analysis in educational policy making. | 1. Term papers2. Group report presentation |
| 1. **Numerical Analysis, Communication and Information Technology Skills**

 (1) Have statistical and mathematical skills to present research finding on learning management, classroom management , and educational quality assurance. (2) Can use correct language in oral and written presentations.  (3) Can use computer and IT to follow the progress management in learning and classroom, and educational assurance. | 1. Use research-based learning and internet-based learning to analyze national policy about learning management, classroom management, and educational assurance imply to mathematics class. 2. Students work in group of four. They plan to use technology: The Geometer’s Sketchpad to design and develop learning activities and present their report both in oral and written. | 1. Individual portfolio2. Term papers3. Learning activities using GSP4. Group report presentation |

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| --- | --- | --- |
| **Learning Standards/Outcomes** | **Learning Activities** | **Learning Assessment** |
| **6. Learning Management Skills**(1) Be able to design learning activities and learning environments within the context of a unit of mathematics and real world.(2) Be able to develop the learners with essential opportunities to enhance learning concepts and motivate active engagement in mathematical process for problem solving. | 1. Use basic techniques for learning management skills: integration of contents for learning group, integration for group learning, and learner-oriented learning management.2. Discussion and presentation of learning and teaching theories and research on the learning of mathematics, development of mathematical thinking and knowledge in school and other settings.  | 1. Individual portfolio2. Term papers3. Group report presentation |

**Section 5 Lesson Plan and Assessment**

**1. Lesson Plan**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Week** | **Topic/Outline** | **Hours** | **Learning Activities and Medias** | **Lecturer(s)** |
| 1 | **Introduction*** *Pre-Test writing and general grammar*
 | 3 | * Explain about class in general and grading system
* Lecture / Pre-testing
* *Individual Assignment*

(My Diary)Case study from Research : “*Generating enhance Basic English writing skill from experiences out of the class room*” (AJ.Kanyapilai K.) | Aj.Kanyapilai |
| 2 | **Unit1:Writing Basics*** *Understand Audience and Purpose*
* *Understand the writing process*
* ***Grammar***
* am /is /are
* Am/ is are (questions)
 | 3 | * PowerPoint presentation
* Lecture
* Writing Practice 1
 | Aj.Kanyapilai |
| 3 | **Unit 2: Writing the Essay*** *Address the writing task*
* *Organize the essay*
* *Developing the topic*
* ***Grammar***
* I am doing
* are you doing?
 | 3 | * PowerPoint presentation
* Lecture
* Writing Practice 2
 | Aj.Kanyapilai |
| **Week** | **Topic/Outline** | **Hours** | **Learning Activities and Medias** | **Lecturer(s)** |
| 4 | **Unit2: Writing the Essay*** Write the introduction guiding for reader
* *Demonstrating Facilities with English*
* Write the body paragraph
* Conclusion the topic
* Write the conclusion
* ***Grammar***
* I do/ work/ like.
* I don’t…
 | 3 | * PowerPoint presentation
* Lecture
* Writing Practice 3
 | Aj.Kanyapilai |
| 5 | **Unit 3: Describing a Person** * Generating Ideas
* Organizing ideas
* Developing Cohesion
* Writing the first draft
* Revising your writing
* Editing your writing
* ***Grammar***
* Do you...?
* I am doing and I do
* I have…and I’ve got…
 | 3 | * PowerPoint presentation
* Lecture
* Writing Practice 4
 | Aj.Kanyapilai |
| 6 | **Unit 4: Describing a Place*** Generating Ideas
* Organizing ideas
* Developing Cohesion
* Writing the first draft
* ***Grammar***
* a/ an…
* the…
 | 3 | * PowerPoint presentation
* Lecture
* Writing Practice 5
 | Aj.Kanyapilai |
| 7 | **Unit 4: Describing a Place*** Revising your writing
* Editing your writing
* ***Grammar***
 | 3 | * PowerPoint presentation
* Lecture
* Writing Practice 6
 | Aj.Kanyapilai |
| **Week** | **Topic/Outline** | **Hours** | **Learning Activities and Medias** | **Lecturer(s)** |
| 8 | Midterm Examination (3Hrs) |
| 9 | **Unit 5: Describing Present Events*** Generating Ideas
* Organizing Ideas
* Developing Cohesion
* Writing the first draft
* **Grammar**

-I didn’t …Did you…?-I was doing and I did | 3 | * PowerPoint presentation
* Lecture
* Writing Practice 7
* *Group Assignment*
 | Aj.Kanyapilai |
| 10 | **Unit 5: Describing Present Events*** Revising your writing
* Editing your writing
* Writing the second draft
* Developing your skills
* ***Grammar***
* What are you doing tomorrow?
* I’m going to…
 | 3 | * PowerPoint presentation
* Lecture

Writing Practice 8* Self- Test Essay #1
 | Aj.Kanyapilai |
| 11 | **Unit 6:Leisure Time** * Generating Ideas
* Organizing ideas
* Developing Cohesion
* Writing the first draft
* ***Grammar***
* Will/ shall
 | 3 | * PowerPoint presentation
* Lecture
* Writing Practice 9
 | Aj.Kanyapilai |
| 12 | **Unit 6: Leisure Time** * Revising your writing
* Editing your writing
* Writing the second draft
* Developing your skills

***Grammar***: Conjunctions and clauses * and but or so because
* when….
 | 3 | * PowerPoint presentation
* Lecture
* Self- Test Essay #2
 | Aj.Kanyapilai |
| **Week** | **Topic/Outline** | **Hours** | **Learning Activities and Medias** | **Lecturer(s)** |
| 13 | **Unit 6: Education and Student Life** * Generating Ideas
* Organizing ideas
* Developing Cohesion
* Writing the first draft

***Grammar***: Conjunctions and clauses (cont)* If we go… If you see… etc.
* If I had… If we went… etc.
 | 3 | * PowerPoint presentation
* Lecture
 | Aj.Kanyapilai |
|  14 | **Unit 6: Education and Student Life** * Revising your writing
* Editing your writing
* Writing the second draft
* Developing your skills

***Grammar***: Conjunctions and clauses (cont)* A person **who**… a thing **that/ which**…
* the people **we met** the hotel **you stayed at**
 | 3 | * PowerPoint presentation
* Lecture
* Self- Test Essay #3
 | Aj.Kanyapilai |
| 15 | * *Group Assignment Presentation*
 | 3 | * Presentation
* Lecture
 | Aj.Kanyapilai |
| 16 | * Course Summary and Final examination review
 | 3 | * Presentation
* Lecture
 | Aj.Kanyapilai |
| 17 | Final Examination (3 hrs) |
| **Total of Hours** | 48 |  |

**2. Learning Assessment Plan**

|  |  |  |  |
| --- | --- | --- | --- |
| **Learning Outcomes** | **Assessment Activities** | **Time Schedule****(Week)** | **Proportion for Assessment****(%)** |
| **1. Ethics and Morals** To have ethic behavior (personal responsibility , corporate responsibility) and moral reasoning. | 1.Individual portfolio2. Group discussion | Through out semester | 5 % |
| **2. Knowledge**(1) To compile courses to formulate a learning plan for teaching mathematics.(2) To design a learning model appropriate to the learners’ ages; (3) To select, develop and produce media and instrument that promote learning. | 1.Project work and Term papers2.Project work designed using the Geometer’s Sketchpad3. Group report presentation | Through out semester | 40 % |
| **3. Cognitive Skills**(1) To organize activities that promote learning and classify the learners’ levels based on evaluation. (2) To create project work assignment on Algebra using GSP.  | 1. Project work and Term papers2.Project work designed using the Geometer’s Sketchpad (GSP)3. Group report presentation | Through out semester | 30 % |

|  |  |  |  |
| --- | --- | --- | --- |
| **Learning Outcomes** | **Assessment Activities** | **Time Schedule****(Week)** | **Proportion for Assessment****(%)** |
| **4. Interpersonal Skills and Responsibilities**  (1) Have responsibility for assignment : Design lesson plan and project work using GSP in Algebra(2) Positive interdependence, accountability and posses social skills | 1. Checklists2. Observation3. Interviews | Through out semester | 5 % |
| **5. Numerical Analysis, Communication and Information Technology Skills** (1) Have mathematical skills to analyse and solve Algebraic problems (2) Able to create algebraic functions using mathematics software and self learning through E-learning and Moodle. (3) Can use correct language in oral and written presentations. (4) Can use computer and IT to search for new knowledge through various search engines. | 1. Project work and Term papers2.Project work designed using the Geometer’s Sketchpad (GSP)3. Group report presentation4. Individual portfolio  | Through out semester | 10 % |

|  |  |  |  |
| --- | --- | --- | --- |
| **Learning Outcomes** | Assessment Activities | Time Schedule(Week) | Proportion for Assessment(%) |
| **6. Learning Management Skills** (1) Be able to design learning activities (2) Able to create algebraic functions using mathematics software and self learning through E-learning and Moodle. | 1. Project work and Term papers2.Project work designed using the Geometer’s Sketchpad (GSP)3. Individual portfolio4. Group report presentation | Through out semester | 10 % |

**Section 6 Learning and Teaching Resources**

**1. Textbook and Main Documents**

# **Anker, Susan, 2010**.*****Real Writing with reading******.*5thed.New York:****Bedford/ St.Martin’s.

# Murphy, Raymond and Helen Naylor, 2007.*Essential Grammar in Use:*

#  *Supplementary Exercises with Answers*.****2nd ed.****Cambridge: Cambridge University Press.

Lougheed,Lin, 2002. ***How to prepare for the ToeflEssay***.**2nd ed.New York:**Barron's Educational Series.

**2. Important Documents for Extra Study**

Chuencheewee Chalermpatarakul, 2012. ***Paragraph Writing A Process Approach***.2nd ed. Thammasart University

**3. Suggestion Information (Printing Materials/Website/CD/Others)**

**Keywords for searching:**

English Writing, Basic writing, Basic grammar for writing.

**Website:** <https://www.ets.org/writing_english>

**Section 7 Course Evaluation and Revising**

1. **Strategies for Course Evaluation by Students**

Using survey questions to collect information from the students’ opinions to improve the course and enhance the curriculum. Examples of questions:

* 1. Content objectives were made clear to the students.
	2. The content was organized around the objectives.
	3. Content was sufficiently integrated.
	4. Content was sufficiently integrated with the rest of the first year curriculum.
	5. The instructional materials used were effectively.
	6. The learning methods appropriate assessed the students’ understanding of the content.
	7. Overall, Students are satisfied with the quality of this course.
1. **Strategies for Course Evaluation by Lecturer**

2.1 Lecturers team observe the class and discuss the results as follow:

* 1. The lecturer is well prepared for class sessions.
	2. The lecturer answers questions carefully and completely.
	3. The lecturer uses examples to make the materials easy to understand.
	4. The lecturer stimulated interest in the course.
	5. The lecturer made the course material interesting.
	6. The lecturer is knowledgeable about the topics presented in this course.
	7. The lecturer treats students respectfully.
	8. The lecturer is fair in dealing with students.
	9. The lecturer makes students feel comfortable about asking question.

(10) Course assignment are interesting and stimulating.

(11) The lecturer’s use of technology enhanced learning in the classroom.

2.2 The Director /Head of program construct assessment items to evaluate four dimensions of lecturer’s competencies : teaching skills, organization and presentation of materials, management of the learning environment, and teaching attitudes.

**3. Teaching Revision**

Lecturer revises teaching/learning process based on the results from the students’ survey questions , the lecturer team’s observation, and classroom research.

**4. Feedback for Achievement Standards**

International College Administrator Committee monitor to assessment process and Grading.

**5. Methodology and Planning for Course Review and Improvement**

(1) Revise and develop course structure and process every two years.

(2) Assign different lecturers teach this course to enhance students’ performance.

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