

TQF 3 Course Specification

Name of Higher Education Institute

Naresuan University

Campus

Phitsanulok Campus

Section 1 General Information

1. Course Code and Course Title	001212 English Critical Reading for Effective Communication
2. Credits	3 (2-2-5)
3. Curriculum and Course Category	General Education, Language Section
4. Lecturers in Charge and Course Lecturers	
5. Academic Semester/Year of Study	First semester and second semester
6. Pre-requisite	-none-
7. Co-requisite	-none-
8. Venue of Study	<u>Lecture and Lab Hours</u> : Queen Sirikit (QS) Building and Prabtraijak Building <u>Self-Study Hours</u> : Division of International Affairs and Language Development (DIALD), Naresuan University Library, etc.
9. Date of Latest Revision	-

Section 2 Goals and Objectives

1. Course Goals	To enable the students to have the knowledge and skills of the English language in the following areas: listening,
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	speaking, reading and grammar, to be used in different contexts.
2. Objectives for Course Development/Revision	<p>2.1 To make the course up-to-date and relevant to the changing situations.</p> <p>2.2 To make the course relevant to the qualification framework specified by the curriculum and the university.</p> <p>2.3 To promote course activities that encourage continual learning.</p>

Section 3 Course Characteristics and Operation

1. Course Description	The development of English skills with an emphasis on academic reading, writing, and researching in preparation for a global society.
2. Number of Hours /Semester	<p>Lecture: 30 hours</p> <p>Extra Tutorial: -none-</p> <p>Lab: 30 hours</p> <p>Self-Study: 75 hours</p>
3. Number of Hours/Week for a Lecturer to Provide Consultation and Advice to Individual Students	<p>3.1 Lecturers allocate 10-15 minutes after each lecture for Q&A.</p> <p>3.2 Lecturers provide a channel for lecturer-students communication through e-mail and/or social networks.</p> <p>3.3 Lecturers communicate with individual students or individual sections through the e-registrar system provided by Division of Education Services.</p>

Section 4 Development of Students' Learning Outcomes

Learning Outcomes	Details
1. Morality and Ethics	

1.1 Morality and Ethics to be Developed	1.1.1 Practice being punctual and develop an open mind towards society.
1.2 Teaching Methods	<p>1.2.1 Explain the students' roles in the course, the course goals and acceptable behaviours emphasizing on punctuality, honesty in an examination and issues of plagiarism.</p> <p>1.2.2 Analyse the moral issues or learn from case studies of moral people.</p> <p>1.2.3 Organize activities/projects highlighting morality and ethics.</p>
1.3 Evaluation Methods	<p>1.3.1 Participation and performance during the lecture and lab hours.</p> <p>1.3.2 Assignments in the Workbook</p>

2. Knowledge	
2.1 Knowledge to be Acquired	<p>2.1.1 Have the knowledge and skills needed for the usage of Thai and English, for listening, speaking, reading and writing. Have the ability to use information technology and computer technology. Have a knowledge and appreciation of arts and music which can be of practical use in daily life.</p> <p>2.1.2 Have knowledge from the fields of humanities, social sciences and other sciences in relation to a changing world, taking care of the environment, the nature and the earth, and surviving change, for adaptation into a Thai, ASEAN and global society.</p> <p>2.1.3 Have knowledge for developing life skills, taking care of oneself, being content and living a life in alignment with the sufficiency economy philosophy</p>

<p>2.2 Teaching Methods</p>	<p>2.2.1 Two hours of lecture/week focusing on the specified contents and giving relevant examples; and practicing listening, speaking, reading and writing skills on topics related to the students' daily life to connect classroom lessons through hands-on practice using Problem-based learning and Project-based learning</p> <p>2.2.2 Two lab hours/week with emphasis on the improvement of listening, writing and speaking skills on specified topics.</p> <p>2.2.3 Five self-study hours/week concentrating on reviewing the lessons and doing review exercises in the Workbook</p> <p>2.2.4 Two hours of Self-Access Experience/semester in which the section lecturers take their classes to the Self-Access Centre of DIALD and introduce them to the activities and services provided by the Centre for self-study.</p>
<p>2.3 Evaluation Methods</p>	<p>2.3.1 Mid-term examination and final examination</p> <p>2.3.2 Workbook assignments</p> <p>2.3.3 Listening, writing and speaking exercises and assignments as individual, pair and group work (Lab-hours)</p>
	<p>2.3.4 Self-Access experience assignments</p>
<p>3. Cognitive Skills</p>	

3.1 Cognitive Skills to be Developed	<p>3.1.1 Analyse, synthesise and apply knowledge from the fields of humanities, social sciences and other sciences to develop knowledge for use in real world situations, related to a changing world, taking care of the environment, nature and the earth and surviving change. Adapt oneself to being a member of a Thai, Asian and world citizen</p> <p>3.1.2 Use critical thinking skills to connect knowledge from the fields of humanities, social sciences and other sciences and be creative and innovative</p> <p>3.1.3 Display the characteristics of an entrepreneurs in the 21st Century</p>
3.2 Teaching Methods	<p>3.2.1 Lectures and practices with emphasis on listening, speaking, reading and writing skills and grammar as foundations for the appropriate use of the English language employing Problem-based learning and Project-based learning</p> <p>3.2.2 Listening and speaking exercises and assignments as individual, pair and group work to stimulate creative thinking based on the use of the English language</p>
3.3 Evaluation Methods	<p>3.3.1 Midterm examination and final examination</p> <p>3.3.2 Listening, writing and speaking exercises and assignments as individual, pair and group work</p>
4. Interpersonal Skills and Responsibility	
4.1 Interpersonal Skills and Responsibility to be Developed	<p>4.1.1 Show team-working skills, leadership and interpersonal skills.</p> <p>4.1.2 Show an ability to adapt into different cultures</p>

4.2 Teaching Methods	<p>4.2.1 Having a sense of responsibility with regard to time management, able to complete and hand in the assignments in time</p> <p>4.2.2 Responsibility for the workbook assignments, lab assignments and Self-Access Experience assignments through team-based learning</p>
4.3 Evaluation Methods	4.3.1 Workbook assignments, lab assignments and Self-Access Experience assignments
5. Numerical Analysis, Communication and Information Technology Skills	
5.1 Numerical Analysis, Communication and Information Technology Skills to be Developed	<p>5.1.1 Use information technology to collect, process, translate and present data correctly.</p> <p>5.1.2 Communicate, analyse, synthesise and summarise the subject matter of speech, writing and presentation effectively.</p>
5.2 Teaching Methods	<p>5.2.1 Practices in communication skills through lab assignments and Self-Access Experience assignments</p> <p>5.2.2 Presentation by using Microsoft PowerPoint in the classroom</p>
5.3 Evaluation Methods	

Section 5 Lesson Plan and Evaluation

1. Lesson Plan

Week	Lesson/Content	Lecture	Lab
1	Course Introduction	<p>- Course introduction (based on the course syllabus in TQF 3) -</p> <p>Introduction to the textbook, workbook, course activities and</p>	<p>- Course introduction</p> <p>- Classroom Language</p> <p>- Textbook purchase</p>

		assessment criteria - Textbook purchase	
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2	Unit 1: HAPPINESS page 1	<p>Reading 1: IS THERE A RECIPE FOR HAPPINESS?</p> <ul style="list-style-type: none"> - Preparing to Read (Building and Using Vocabulary, Brainstorming / Predicting) - Understanding the Reading (Understanding Main Idea, Understanding Details / Critical Thinking: Inferring Meaning and Justifying your opinion) - Developing Reading Skills (Matching / Identifying the Main Idea) 	<p>VIDEO: LONGEVITY LEADERS</p> <ul style="list-style-type: none"> - BEFORE VIEWING (Predicting, Learning about the topic / Vocabulary in context) - WHILE VIEWING (Understanding the Main Idea, /Understanding Details) - AFTER VIEWING (Reacting to the video / Critical thinking: Synthesizing) <p>(Self-Access Experience)</p>
3	Unit 1: HAPPINESS page 1	<p>Reading 2: FOUR KEYS TO HAPPINESS</p> <ul style="list-style-type: none"> - Preparing to Read (Building and Using Vocabulary / Brainstorming) - Understanding the Reading (Understanding the Main Idea, Identifying Main Ideas / Critical Thinking: Reflecting) 	<p>WRITING</p> <ul style="list-style-type: none"> - Exploring Written English (Noticing) - Writing Task (Brainstorming, Planning, First Draft, Revised Draft / Final Draft) <p>(Self-Access Experience)</p>

4	Unit 2: INVENTIVE SOLUTIONS page 21	<p>Reading 1: THE POWER OF CREATIVITY</p> <ul style="list-style-type: none"> - Preparing to Read (Building and Using Vocabulary, Brainstorming / Predicting) - Understanding the Reading (Understanding Main Idea, Understanding Details / Critical Thinking: Analyzing problems and solutions/ Analyzing) - Developing Reading Skills (Identifying the Main Idea and Details) 	<p>VIDEO: SOLAR SOLUTIONS</p> <ul style="list-style-type: none"> - BEFORE VIEWING (Predicting, Learning about the topic / Vocabulary in context) - WHILE VIEWING (Understanding Main Ideas and Details) - AFTER VIEWING (Reacting to the video / Critical thinking: Synthesizing) <p>(Self-Access Experience)</p>
5	Unit 2: INVENTIVE SOLUTIONS page 21	<p>Reading 2: BIG IDEAS, LITTLE PACKAGES</p> <ul style="list-style-type: none"> - Preparing to Read (Building and Using Vocabulary / Predicting) - Understanding the Reading (Understanding Main Ideas, Identifying Details / Critical Thinking: Evaluating) 	<p>WRITING</p> <ul style="list-style-type: none"> - Exploring Written English (Noticing) - Writing Task (Brainstorming, Planning, First Draft, Revised Draft / Final Draft) <p>(Self-Access Experience)</p>
6	Unit 3: CONNECTED LIVES page 41	<p>Reading 1: THE POWER OF CROWDS</p> <ul style="list-style-type: none"> - Preparing to Read (Building and Using Vocabulary, Brainstorming / Predicting) - Understanding the Reading (Understanding the Main Idea, Identifying Details / Critical Thinking: Making Inferences/ Reflecting) - Developing Reading Skills (Understanding a Process and Taking Notes) 	<p>VIDEO: CITIZEN SCIENTISTS</p> <ul style="list-style-type: none"> - BEFORE VIEWING (Predicting, Learning about the topic / Vocabulary in context) - WHILE VIEWING (Understanding the Main Idea and Details) - AFTER VIEWING (Reacting to the video / Critical thinking: Analyzing) <p>(Self-Access Experience)</p>

7	Review		
8	Midterm Examination		
9	Unit 3: CONNECTED LIVES page 41	Reading 2: INTERNET ISLAND - Preparing to Read (Building and Using Vocabulary / Predicting) - Understanding the Reading (Understanding Main Ideas, Identifying Details, Sequencing / Critical Thinking: Making Inferences)	WRITING - Exploring Written English (Noticing) - Writing Task (Taking Notes, Planning, First Draft, Revised Draft / Final Draft) (Self-Access Experience)
10	Unit 4: SAVING OUR SEAS page 61	Reading 1: WHERE HAVE ALL THE FISH GONE? - Preparing to Read (Building and Using Vocabulary / Predicting) - Understanding the Reading (Understanding the Main Idea, Understanding a Process, Identifying problems and solutions / Critical Thinking: Evaluating an Argument) - Developing Reading Skills (Interpreting Graphs and Maps)	VIDEO: SAVING BLUEFIN TUNA - BEFORE VIEWING (Learning about the topic / Vocabulary in context) - WHILE VIEWING (Understanding the Main Idea and Details) - AFTER VIEWING (Interpreting graphs) (Self-Access Experience)

11	Unit 4: SAVING OUR SEAS page 61	<p>Reading 2: WHAT WE EAT MAKES A DIFFERENCE</p> <ul style="list-style-type: none"> - Preparing to Read (Building and Using Vocabulary / Brainstorming) - Understanding the Reading (Understanding Main Idea, Identifying Opinions, Interpreting Visual Information / Critical Thinking: Synthesizing and Reflecting) 	<p>WRITING</p> <ul style="list-style-type: none"> - Exploring Written English (Noticing) - Writing Task (Planning, First Draft, Revised Draft / Final Draft) <p>(Self-Access Experience)</p>
12	Unit 5: MEMORY AND LEARNING page 81	<p>Reading 1: THE ART OF MEMORY</p> <ul style="list-style-type: none"> - Preparing to Read (Building and Using Vocabulary, Classifying / Predicting) - Understanding the Reading (Understanding the Main Idea, Understanding Details, Classifying / Critical Thinking: Applying a Method and Reflecting) - Developing Reading Skills (Identifying Cause and Effect) 	<p>VIDEO: HOUSE OF CARDS</p> <ul style="list-style-type: none"> - BEFORE VIEWING (Learning about the topic / Vocabulary in context) - WHILE VIEWING (Understanding Main Ideas and Details) - AFTER VIEWING (Reacting to the Video / Critical Thinking: Applying a Method) <p>(Self-Access Experience)</p>
13	Unit 5: MEMORY AND LEARNING page 81	<p>Reading 2: SLEEP AND MEMORY</p> <ul style="list-style-type: none"> - Preparing to Read (Building and Using Vocabulary / Predicting) - Understanding the Reading (Understanding Main Ideas, Understanding a process, Identifying Cause and Effect / Critical Thinking: Synthesizing and Reflecting) 	<p>WRITING</p> <ul style="list-style-type: none"> - Exploring Written English (Noticing) - Writing Task (Brainstorming, Planning, First Draft, Revised Draft / Final Draft)

			(Self-Access Experience)
14	In-Class Project (Presentation) - preparation		
15	Presentation		
16	Lesson Review		
17-18	Final Examination		

2. Plan for Learning Outcome Evaluation

Item	Activities	Week	Percentage	Learning Outcome Index
1	Midterm Examination - Writing - Grammar - Reading and Vocabulary	8	30	1.1 2.1, 2.3 3.1, 3.3
2	Final Examination - Writing - Grammar - Reading and Vocabulary	17	30	1.1 2.1, 2.3 3.1, 3.3
3	In-Class Project (Presentation)	1-16	10	1.1 2.1, 2.2, 2.3 3.1, 3.3 4.1, 4.2 5.1, 5.2

4	Lab Exercises – Video and Writing Section	1-16	10	1.1 2.1, 2.2, 2.3 3.1, 3.3 4.1, 4.2 5.1, 5.2
5	Vocabulary Extension (pages 203-207)	1-16	5	1.1 2.1, 2.2, 2.3 3.1, 3.3 4.1, 4.2 5.1, 5.2
6	Self-Access Experience (Visit DIALD)	1-16	5	1.1 2.1, 2.2, 2.3 3.1, 3.3 4.1, 4.2 5.2, 5.2
8	Attendance	1-16	10	1.1 2.1, 2.2, 2.3 3.1, 3.3 4.1, 4.2 5.1, 5.2
	Total		100	

3. Assessment and Evaluation Criteria

The assessment and evaluation criteria for the course 001212 English Critical Reading for Effective Communication Purposes are as follows:

80 % and above	= A	55-64 %	= C
75-79 %	= B+	50-54 %	= D+
70-74 %	= B	45-49 %	= D
65-69 %	= C+	Below 45 %	= F

Section 6 Teaching and Learning Resources

1. Textbooks

Blass, Laurie, Vargo, Mari, (2018). Pathways (2nd Edition): Reading, writing and critical thinking skills course. National Geographic Learning.

Mazur-Jefferies, Catherine. (2018). Pathways (2nd Edition): Reading, writing and critical thinking skills course. Teacher's Guide. National Geographic Learning.

2. Important Documents and Information

National Geographic Learning Online: [NGL.Cengage.com/ELT](https://ngl.cengage.com/ELT)

3. Suggested Documents and Information

English language learning media at DIALD, NU Library, etc.

Section 7 Course Evaluation and Revision

1. Strategies for the Evaluation of Course Effectiveness by Students

1.1 Evaluate the course lecturers according to the criteria set by Naresuan University.

1.2 Evaluate the course instruction according to the criteria set by Division of General Education.

2. Strategies for the Evaluation of Course Instruction

2.1 Evaluate the course lecturers through the e-registrar system.

2.2 Evaluate the course instruction according to the criteria set by Division of General Education.

2.3 Evaluate the students' performances and learning outcomes according to the specified framework for learning outcomes.

2.4 Evaluate the overall performances based on the consultations and observations of the teaching team.

3. Improvement of Course Instruction

- 3.1 Improve the course instruction based on the course evaluation results.
- 3.2 Hold lecturer meetings to share opinions and viewpoints among the teaching team to improve the course instruction.

4. Verification of the Students' Achievement Results

The assessment and evaluation criteria are set according to the specified learning outcomes of the course and based on the guideline set by the university. The evaluation and assessment process is transparent and all the details can be verified and attested.

5. The Revision and Plan to Improve the Effectiveness of the Course

The revision to improve the effectiveness of the course is held annually based on the results of the learning outcomes and the discussions from the meetings of the teaching team.