

Course Specification

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| Name of Institution | Suan Sunandha International School of Art (SISA), Suan Sunandha Rajabhat University (SSRU) |
| Campus/Faculty/Department | Salaya Campus, SSRU Nakhon Pathom, Film Production (International Program) |

Section 1. General Information

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|-------------------------------|---|
| Course Title | IGL1101 English for Communication and Study Skills |
| Credits | 3 (3-0-6) |
| Semester | 1/2559 (2016), first year students |
| Academic Year | 2016 |
| Curriculum | Bachelor of Fine Arts in Film Production (International Program) This course offering is categorized as a Language and Communication Specific Course/Core Subject. |
| Lecturer | Mr. Samuel R. Forkner samuel.fo@ssru.ac.th |
| Pre-Requisite (if any) | None |
| Co-Requisite (if any) | None |
| Learning Location | Salaya Campus, SISA/Innovation Bldg. |
| Date of revision | 24 July, 2016 |

Section 2. Objectives

Objectives of Course

This course exists to build self-confidence in Thai students' speaking, listening, reading and writing abilities as they relate to university life and studies, whether for research, media consumption, or documentation. The course encourages students to expand on what they already know from highschool and expound upon it in such a way as to be better self-learners.

Objectives of Developing/Revising Course

The course has been redesigned to fit with the massive amount of media which today's youngsters consume and to guide them towards a better quality of learning materials with special attention paid to increasing the quality of English language materials available on the web.

Section 3. Feature and Operation

1. Subject Description

English for communication means being able to work with others who do not speak Thai language as well as mastering fluency in spoken and written English. Since learning language is a life-long process, students will practice by applying English to their studies in other courses and/or course work.

2. Studying Duration Per Semester

| Lecture | Addition | Practice | Self Study |
|------------------|---------------------------------------|---------------------------|----------------------------|
| 3 hours per week | email or online contact is acceptable | 6 hour per week (minimum) | 96 (6 hours x 16 weeks) |

3. Consulting Duration for Students Individually

Class time, by appointment or online

Section 4. Student Outcome and Development

1. Ethics

1.1 Personality development

- 1.1.1 Punctuality
- 1.1.2 Works well in groups or alone
- 1.1.3 Reliable and honest
- 1.1.4 Respects the opinion of others

1.2 Teaching methods

- 1.2.1 Interactive classroom with student participation in discussions
- 1.2.2 Note taking
- 1.2.3 Memorization
- 1.2.4 Homework

1.3 Evaluation

- 1.3.1 Attendance
- 1.3.2 Grading of assignments
- 1.3.3 Evaluation of progress or advancement

2. Knowledge

2.1 Practical application

- 2.1.1 Students react to stimulus
- 2.1.2 Students apply English to their work or work only in English
- 2.1.3 Practice English and analyze this use
- 2.1.4 Rewrite old work

2.2 Teaching methods

- 2.2.1 Reading out loud
- 2.2.2 Remedial correction of grammatical mistakes
- 2.2.3 Writing and reciting
- 2.2.4 Exams

2.3 Evaluation methods

- 2.3.1 Evaluation by behavior, attention and class participation
- 2.3.2 Evaluation of group projects, individual projects and discussions

2.3.3 Evaluation by quizzes, midterm examination and final examination

3. Intellectual skills

3.1 Skill development

3.1.1 Can vocalize theoretical principles in discussion

3.1.2 Can demonstrate skills practically in projects

3.2 Teaching methods

3.2.1 Recitation

3.2.2 Lectures where student take notes

3.2.3 Reinforcement

3.3 Evaluation methods

3.3.1 Grading

3.3.2 Participation in discussions

3.3.3 Proficiency in recitations

3.3.4 Evaluation of individual advancement

3.3.5 Written and oral testing

4. Interpersonal development and responsibility

4.1 Students should demonstrate interpersonal development and responsibility by

4.1.1 Working well with others

4.1.2 Maintenance of interpersonal relationship with colleagues

4.1.3 Professional practice with individual duties and public responsibilities

4.1.4 Practice collaborating with others

4.2 Teaching methods

4.2.1 Lectures

4.2.2 Assignments which are evaluated based on concepts in 4.1

4.2.3 Presentations which demonstrate achievements in 4.1

4.3 Evaluation methods

4.3.1 Grading

4.3.2 Participation in discussions

4.3.3 Proficiency in recitations

4.3.4 Evaluation of individual advancement

4.3.5 Written and oral testing

5. Numerical analysis, communication and information technology usage

5.1 Explanation

5.1.1 Online communication skills for international communication

5.1.2 Information technology understanding and learning

5.1.3 Possible statistical analysis of relevant data

5.2 Teaching methods

5.2.1 Use of online media when applicable, such as tutorials or social media

5.2.2 In class discussions or demonstrations

5.3 Evaluation methods

- 5.3.1 Grading
- 5.3.2 Participation in discussions
- 5.3.3 Proficiency in recitations
- 5.3.4 Evaluation of individual advancement
- 5.3.5 Written and oral testing

Section 5. Teaching Plan and Evaluation

1. Teaching Plan

| Week | Topic and Detail | Hours | Activity and Media | Lecturer |
|------|---|-------|--------------------------------|----------------|
| 1 | Remedial grammar: the verbs TO BE, TO DO, TO HAVE | 3 | writing and speaking exercises | Samuel Forkner |
| 2 | Construction of simple sentences | 3 | assignments and/or projects | Samuel Forkner |
| 3 | Reading out loud, recitation | 3 | writing and speaking exercises | Samuel Forkner |
| 4 | Verb types and subject/verb agreement | 3 | assignments and/or projects | et cetera |
| 5 | Parts of speech | 3 | writing and speaking exercises | |
| 6 | Midterm Examination Week | | | |
| 7 | Building more complex sentences | 3 | writing and speaking exercises | |
| 8 | Past and present tenses | 3 | assignments and/or projects | |
| 9 | Negative constructions and question formation | 3 | writing and speaking exercises | |
| 10 | Introduction to more complex verb constructions | 3 | assignments and/or projects | |
| 11 | Use of the continuous tense | 3 | writing and speaking exercises | |

| Week | Topic and Detail | Hours | Activity and Media | Lecturer |
|------|---------------------------------|-------|--------------------------------|----------|
| 12 | Use of the perfect tense | 3 | assignments and/or projects | |
| 13 | Poetry and literature | 3 | writing and speaking exercises | |
| 14 | Idiomatic and colloquial speech | 3 | assignments and/or projects | |
| 15 | Summary and recommendations | 3 | writing and speaking exercises | |
| 16 | Final Examination Week | | | |

2. Evaluation

| Outcomes | Evaluation Methods | Evaluated Week | Evaluation Proportion |
|-------------------------|---|----------------|-----------------------|
| 1.1, 1.2, 2.1, 2.2, 2.3 | Behaviors and Class Practical Participation | Every Week | 15 |

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|--|---|---|----|
| 3.1, 3.2, 3.3, 4.1, 4.2, 4.3, 5.1, 5.2, 5.3 | | | |
| 1.1, 1.2, 2.1, 2.2, 2.3 3.1, 3.2, 3.3, 4.1, 4.2, 4.3, 5.1, 5.2, 5.3 | Single Assignment and Analysis | 7 th – 15 th | 25 |
| 1.1, 1.2, 2.1, 2.2, 2.3 3.1, 3.2, 3.3, 4.1, 4.2, 4.3, 5.1, 5.2, 5.3 | Group Discussion, Analysis and Presentation | 1 st and 3 rd – 5 th | 25 |
| 2.3.3 | Midterm and Final Examination Scores | 5 th and 11 th | 35 |

Section 6. Teaching Resource

1. Major books and documents

Purdue University's OWL web tutorials.

<http://owl.english.purdue.edu/owl/>

Reading prescribed based on student ability, most likely 4th grade reading level. Possible works include "A Separate Peace" by John Knowles or "Tales of a Fourth Grade Nothing" by Judy Blume.

2. Important document and information

hand outs of grammatical rules or reading exercises as needed

Section 7. Evaluation and Subject Process Development

1. Evaluation strategies of subject effectiveness by students

1.1 Understanding the significance of subject development and student roles in subject effectiveness

1.2 Support of subject effectiveness by students before and after studying

1.3 Create opinion sharing atmosphere about subject effectiveness between lecturer and students

2. Evaluation strategies of teaching

2.1 Evaluation based on student participation, such as student behaviors and participation

2.2 Evaluation from the lecturer's point of view, such as potential according to teaching plan and teaching atmosphere

2.3 Evaluation of student scores

2.4 Evaluation of teaching by academic faculty

3. Teaching development

3.1 Teaching evaluation in item no.2 information codification to conclude strengths, weaknesses, opportunities, threats and suggestions for teaching development

3.2 Research in class for teaching forms and methods development

3.3 Teaching techniques, media and atmosphere creation searching and development

4. Subject standard achievement for students review

4.1 Students' outcomes, group works' quality and single assignment the whole semester harmony consideration

4.2 Proper teaching management plan evaluation, teaching activities creation, giving assignments, evaluation and score assessment with subject description and program objectives

4.3 Cooperation with the next subject lecturer for previous subject evaluation

5. Subject review process and effectiveness development plan
 - 5.1 Teaching evaluation in item no.1-4 information consideration to conclude topics to develop or support to be higher in standard
 - 5.2 Academic and professional changes information studying
 - 5.3 Subject effectiveness development planning, managing, applying and evaluating constantly