Course Specification

Section 1 General Information

1. **Course Code and Title**
   In Thai   ศศศศ ๒๘๓ ภาษาอังกฤษเบื้องต้นเพื่อเตรียมสอบโทอิค

   In English   LALA 283 Introduction to English for TOEIC Preparation

2. **Number of Credits**   2 (2-0-4) Credits
                                    (Theory 2 hrs.   Self-study 0 hrs Practice 4 hrs. / week)

3. **Curriculum and Course Type**

   3.1 **Program of Study**   International Bachelor's Degree (International Program)
   3.2 **Course Type**   General Education
   3.3 **Please Specify Course's Literacy**

   ☐ MU Literacy (Core Values, SEP, GE for Human Development)

   ☐ Health Literacy (Health, Sport)

   ☐ Digital Literacy (ICT, Applied Mathematics)

   ☐ Social and Humanity Literacy (Social, Humanity, Law, Ethics, Arts)

   ☑ Communication Literacy (language, Academic Communication)

   ☐ Science and Environmental Literacy (Applied Science for Life, Environmental Responsibility)

   ☐ Finance and Management Literacy (Finance, Management, Entrepreneur)

   3.4 **Please Specify Relationship between course and corporate culture**

   ☑ M - Mastery   รู้แจ้ง รู้จริง สมเหตุ สมผล

   ☐ A - Altruism   มุ่งผลเพื่อผู้อื่น

   ☐ H - Harmony   กลมกลืนกับสรรพสิ่ง

   ☐ I - Integrity   มั่นคงยิ่งในคุณธรรม

   ☑ D - Determination   แน่วแน่ทำ กล้าตัดสินใจ

   ☑ O - Originality   สร้างสรรค์สิ่งใหม่

   ☑ L - Leadership   ใฝ่ใจเป็นผู้นำ

4. Course Coordinator and Instructor

    4.1 Coordinator   Dr. Suppachai Chanwanakul

                                      English Program, Faculty of Liberal Arts

                                      089-794-8878 suppachai.cha@mahidol.ac.th

    4.2 Instructor   Lecturers in the Faculty of Liberal Arts

5. Semester/Class Level

    5.1 Semester   All semesters/ all undergraduate levels

    5.2 Number of Students Allowed   Approximately 40 Students

6. Pre-requisite

    None

7. Co-requisites

    None

8. Study Site Location   Faculty of Liberal Arts Mahidol University

9. Date of Preparation/Latest Revision   **Day** 8 **Month** July **Year** 2019
    of the Course Specifications

Section 2 Aims and Objectives

1. Aims of the Course

To educate the students of the principles, fundamental components and test specifications of the TOE-IC examination, and to provide the essential English language skills needed for the listening, reading, and writing components. The students will develop greater fluency and proficiency covering all structures for exam preparation and they will also learn how to use information technology to further their vocabulary range required for the exam.

2. Objectives of Course Development/Revision

2.1 Course Objectives

1. Students listen to different types of situations comprehensibly and analytically.

2. Students read critically and analytically related to a range of business texts.

3. Students apply the structure rules to academic writing.

4. Students use information technology for vocabulary enhancement.

2.2 Course-level Learning Outcomes (CLOs)

By the end of the course, students are able to

1. CLO1 Answer the questions based on the different types of listening situations comprehensibly and analytically

2. CLO2 Analyze the questions based on a range of business texts critically and analytically

3. CLO3 Apply structured writing rules logically to questions based on variety of academic writing

4. CLO4 Use information technology for vocabulary enhancement

Section 3 Course Description and Implementation

1. Course Description

        หลักการและองค์ประกอบของแนวการสอบโทอิค (TOEIC) รวมถึงทักษะที่จำเป็นกับการเตรียมตัวสอบ เช่น การฟัง การอ่านและการเขียน เพื่อเป็นแนวทางในการเตรียมตัวสอบได้อย่างถูกต้องและแม่นยำ และฝึกการใช้เทคโนโลยีคอมพิวเตอร์เพื่อสืบค้นคำศัพท์ภาษาอังกฤษเพื่อการเตรียมตัวสอบ

        Principles and components of the TOEIC examination; the necessary English language skills for test preparation covering listening, reading, and writing leading to precision and a higher proficiency; information technology for vocabulary enhancement

2. Number of Hours Per Semester

Theory (hours)	Practice (hours)	Self-study (hours)
30 (2 hours x15 Week)	0	60 (4 hours x15 Week)

3. Number of Hours per Week for Individual Advice

All appointments will be arranged in advance to maximize the benefits between teachers and students. The duration depends on the topics and subject matters and should be less than 1 hour for each appointment.

        Any feedback can be obtained both in class and by email if necessary. Students will be encouraged to undertake further development and improvement through activities and outside learning support, which means the students need to show evidence of attendance and assignments if assigned, as well as submit any work on time otherwise marks will be deducted.

        Any plagiarism will be counted as a serious offense. So, academic courtesy is required.

Section 4: Development of the expected learning outcomes

1. A brief summary of the knowledge or skills expected to develop in students; the course-level expected learning outcomes (CLOs)
    By the end of the course, students who successfully complete the course will be able to:
    1. CLO1 Answer the questions based on the different types of listening situations comprehensibly and analytically
    2. CLO2 Analyze the questions based on a range of business texts critically and analytically
    3. CLO3 Apply structured writing rules logically to questions based on variety of academic writing
    4. CLO4 Use information technology for vocabulary enhancement

2. How to organize learning experiences to develop the knowledge or skills stated in number 1 and how to measure the learning outcomes

CLO	Teaching and learning experience management	Learning outcome measurements
CLO1: Answer the questions based on the different types of listening situations comprehensibly and analytically	Lecture, Practice	- Quiz - Test
CLO2: Analyze the questions based on a range of business texts critically and analytically	Lecture, Practice	- Quiz - Test
CLO3: Apply structured writing rules logically to questions based on variety of academic writing	Lecture, Practice	- Quiz - Test
CLO4: Use information technology for vocabulary enhancement	Lecture, Individual and Pair works	- Test

SECTION 5 LESSON PLAN AND EVALUATION

1. Lesson Plan

Week	Topic/Details	Number of hours		Teaching activities/ media	Instructors
		Class-room sessions	Practice sessions		
1	Class introduction Pre-Test Grammar Review	2	0	Lecture Focus group	English Lecturers
2	Listening -Analyzing photographs -Question-response	2	0	Lecture, Focus group Practices and Q&A	English Lecturers
3	Listening -Question-response -Conversations	2	0	Lecture, Focus group Practices and Q&A	English Lecturers
4	Writing -Incomplete sentences	2	0	Lecture, Focus group Practices and Q&A	English Lecturers
5	Writing -Incomplete sentences	2	0	Lecture, Focus group Practices and Q&A	English Lecturers
6	Reading -General correspondence -Advertisements	2	0	Lecture, Focus group Practices and Q&A	English Lecturers
7	Reading -Notices -Articles	2	0	Lecture, Focus group Practices and Q&A	English Lecturers
8	Listening -Conversations -Talks	2	0	Lecture, Focus group Practices and Q&A	English Lecturers
9	Listening -Conversations -Talks	2	0	Lecture, Focus group Practices and Q&A	English Lecturers
10	Writing -Text completion	2	0	Lecture, Focus group Practices and Q&A	English Lecturers
11	Writing -Text completion	2	0	Lecture, Focus group Practices and Q&A	English Lecturers
12	Reading -Instructions	2	0	Lecture, Focus group Practices and Q&A	English Lecturers

Week	Topic/Details	Number of hours		Teaching activities/ media	Instructors
	-Forms				
13	Reading -Graphical texts	2	0	Lecture, Focus group Practices and Q&A	English Lecturers
14	Practice Tests	2	0	Practices and Q&A	English Lecturers
15	Practice Tests	2	0	Practices and Q&A	English Lecturers
	Total	30	0		

2. Evaluation of the CLOs

2.1 Measurement and Evaluation of learning achievement

a. Formative assessment

Class assignments and practices

b. Summative assessment

(1) Tool and weight for measurement and evaluation

Learning Outcomes	Measurement Method	Weight (Percentage)	
CLO1: Answer the questions based on the different types of listening situations comprehensibly and analytically.	- Quiz - Test	10 20	30
CLO2: Analyze the questions based on a range of business texts critically and analytically.	- Quiz - Test	10 20	30
CLO3: Apply structured writing rules logically to questions based on variety of academic writing.	- Quiz - Test	10 20	30
CLO4: Use information technology for vocabulary enhancement.	- Test	10	10
Total		100	100

(2) Measurement and evaluation

Judgment of the learning outcomes in the general education courses

Score (percent)	Symbols	Meaning
80-100	O	Outstanding
60-79	S	Satisfactory
0-59	U	Unsatisfactory

(3) Re-examination (if the course allows any)

-None-

3. Students' Appeal

Students can make an appeal against any judgements by contacting the staff of the Faculty of Liberal Arts on the first floor of Sirividya Building. There they will be required to fill in an Appeal Form. Once obtaining the form, the Faculty will hold a meeting to investigate the case and inform the student of the progress and results if applicable at this stage.

Section 6 Teaching Resources

1. Required Texts

Rogers, B. (2018). Complete Guide to the TOEIC Test. Thomson.

2. Suggested Materials

Lougheed, L. (2017), 600 Essential Words for the TOEIC, Barron Educational Series.

3. Other Resources (if any)

None

Section 7 Evaluation and Improvement of Course Implementation

1. Strategy for Course Effectiveness Evaluation by Students

    1.1.1 Course content

    1.1.2 Course management and delivery

    1.1.3 Suggestions for course improvement

    1.1.4 Overall points of view about the course

2. Strategy for Teaching Evaluation

    2.1 Students fill in a questionnaire at the end of the course

    2.2 Qualitative/oral feedback from focus groups, Q&A during classes, group or pair work

    2.3 Classroom observations

3. Teaching Improvement

    3.1 Brainstorm ideas for improvement by the course coordinators

    3.2 Use the student feedback to render a plan for improvement

    3.3 Update the teaching and learning content based on research-based evidence

4. Verification of Standard of Learning Outcome for the Course

    4.1 Verification from the overall scores of the students' group work, pair work, and individual work

5. Revision Process and Improvement Plan for Course Effectiveness

    5.1 The course coordinator conducts a meeting to brainstorm ideas for course improvement. This will concern the teaching and learning activities, time management, problems found, suggestions, and other related matters. Ways for improvements shall be discussed and problems shall be investigated for solutions.

Appendix

Relations between the course and the General Education

<u>**Table 1**</u> Relations between CLOs and MU-GE Module LOs (numbers in the table = Sub LOs)

(Course Code) LALA 283	MU-GE LOs								
	MLO1	MLO2	MLO3	MLO4	MLO5	MLO6	MLO7	MLO8	MLO9
CLO1: Answer the questions based on the different types of listening situations comprehensibly and analytically.	1.1	2.3						8.1	9.1 9.2
CLO2: Analyze the questions based on a range of business texts critically and analytically.	1.1	2.3						8.1	9.1 9.2
CLO3: Apply structured writing rules logically to questions based on variety of academic writing.	1.1	2.3						8.1	9.1 9.2
CLO4: Use information technology for vocabulary enhancement.	1.1								9.1 9.2

Table 2 LOs that the course is responsible for

MU-GE LOs	Sub LOs
MLO1 create & construct an argument effectively as well as identify, critique and evaluate the logic & validity of arguments	1.1 identify concepts related to the context of learned issues/topics 1.3 collect, analyse, synthesize data, & evaluate information and ideas from multiple sources relevant to issues/problems
MLO2 select& use techniques and methods to solve open-ended ill-defined and multi-step problems	2.2 make judgement & decision through correct analysis, interferences, and evaluations on quantitative basis and multiple perspectives 2.3 apply concept of process management to solve problems
MLO6 act autonomously within context of relationships to others, law, rules, codes, and values	6.3 exhibit characteristics of responsible citizenship 6.4 work effectively in diverse team (and multi-cultural settings)
MLO8 use a variety of means/ technologies to communicate effectively and purposefully-e.g. share information/knowledge, express ideas, demonstrate or create individual & group product, etc.	8.1 communicate/present idea effectively both oral & written forms, proper to a range of audience groups, such as verbal discussion with peers, project report 8.2prepare a purposeful oral presentation designed to increase knowledge, to foster understanding, or to promote change in the listeners' attitudes, values, beliefs, or behaviors 8.3 prepare written documents to express ideas/solutions using different writing technologies, and mixing texts, data, and images. 8.4 demonstrate competence in a second or additional language
MLO9 collaborate and work effectively as part of a student group/team member to arrive at the team shared goals in time 9.1 collaborate effectively with others as a responsible team member to achieve team goals in time 9.2 interact with others respectfully, whether as a team member or leader, to create a productive teamwork	9.1 collaborate effectively with others as a responsible team member to achieve team goals in time 9.2 interact with others respectfully, whether as a team member or leader, to create a productive teamwork

MU-GE Module LOs: At the end of studying MU-GE Module, successful students will be able to

Competences	LOs:	Sub LOs:
1. **Critical thinking & Analysis**: Use various sources and methods to collect and manage data & information and make a logical judgement and decision to arrive at a solution or problem solving relevant to real-world issues/ problems	1. Create & construct an argument effectively as well as identify, critique and evaluate the logic & validity of arguments	1. Identify concepts related to the context of learned issues/topics 2. Demonstrate ICT literacy: use appropriate technology to find, evaluate, and ethically used information 3. Collect, analyze, synthesize data, & evaluate information and ideas from multiple sources relevant to issues/problems 4. Synthesize information to arrive at logical reasoning
	2. Select & use techniques and methods to solve open-ended, ill-defined and multistep problems	1. Apply simple mathematical methods to the solution of 'real-world' problems 2. Make judgement & decision through correct analysis, inferences, and evaluations on quantitative basis and multiple perspectives 3. Apply concept of process management to solve problems
2. **Creativity & Innovation**: Show capability to initiate alternative/ new ways of thinking, doing things or solving problems to improve his/her or team solutions/ results by applying the evidence-based process management concepts	3. Acquire specific strategies & skills within a particular discipline and adapt them to a new problem or situation	1. Connect, synthesize and/or transform ideas or solutions within a particular framework 2. Integrate alternative, divergent, or contradictory perspectives or ideas in the solution of a problem or question
	4. Create a novel or unique ideas, question, format, or product within a particular framework	1. Create an original explanation or solution to the issues/problems 2. Articulate the rationale for & consequences of his/her solution- identify opportunities & risk 3. Implement innovation through process management approach
	5. Explore and situate oneself in a new physical environment and intellectual perspectives	1. Demonstrate cultural competencies and adaptabilities in different working environments 2. Resort to multi-dimensional settings and tools to acquire knowledge and skills relevant to the problems or situation at hand

Competences	LOs:	Sub LOs:
3. Global perspectives & Ethics: Express one's own ideas, interact with others, guide or lead team, as proper, as an ethically-engaged and responsible member of the society	6. act autonomously within context of relationships to others, law, rules, codes, and values	1. Demonstrate an understanding of the principles upon which sustainable ecosystems and societies are built 2. Identify the national & global challenges associated with current economic, political, and social systems 3. Exhibit characteristics of responsible citizenship 4. Work effectively in diverse team (and multi-cultural settings)
	7. Apply ethical frameworks or principles and consider their implications in his/her decision-making and interacting with others	1. Identify ethical issues and recognize different viewpoint and ideologies 2. Guide & lead others 3. Apply principles of ethical leadership, collaborative engagement, and respect diversity
4. Communication: Communicate effectively and confidently using oral, visual, and written language	8. Use a variety of means/ technologies to communicate effectively and purposefully; e.g., share information/ knowledge, express ideas, demonstrate or create individual & group product, etc.	1. Communicate/present ideas effectively both oral & written forms to appropriate audience, such as verbal discussion with peers, and written project reports. 2. Prepare a purposeful oral presentation designed to increase knowledge, to foster understanding, or to promote change in the listeners' attitudes, values, beliefs, or behaviors. 3. Prepare written documents to express ideas/solutions using different writing technologies, and mixing texts, data, and images. 4. Demonstrate competence in a second or additional language
5. Collaboration and Working with team: Collaborate and work effectively with team to arrive at team goals	9. Collaborate and work effectively as part of a student group/team member to arrive at the team shared-goals in time	1. Collaborate effectively with others as a responsible team member to achieve team goals in time 2. Interact with others respectfully, either as a team member or leader, to create a productive teamwork