



รายวิชาศึกษาทั่วไป  
ชื่อรายวิชา ภาษาอังกฤษขั้นสูงเพื่อเตรียมสอบโทอิค  
รหัสวิชา ศศศศ 284

ระดับปริญญาตรี  
คณะศิลปศาสตร์

## Course Specification Section 1 General Information

### 1. Course Code and Title

In Thai	ศศศศ 284 ภาษาอังกฤษขั้นสูงเพื่อเตรียมสอบโทอิค
In English	LALA 284 Advanced 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



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#### 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  
of the Course Specifications

Day 8 Month July Year 2019



## Section 2 Aims and Objectives

### 1. Aims of the Course

To maximize the students' competency and enhance the ability for TOEIC preparation with past paper practice. Develop the advanced English skills needed covering all components based on the time regulated by the test center, and enhance their information technology skills for vocabulary enhancement needed for the test.

### 2. Objectives of Course Development/Revision

1. Students listen to different types of situations related to the exam comprehensibly and analytically.
2. Students read critically and analytically related to business texts.
3. Students apply the structure rules to writing questions accurately.
4. Students integrate the business vocabulary to listening, reading and writing questions effectively.

### 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 based on the time allocated. (1 hr.)
2. CLO2 Analyze the questions based on a range of business texts with comprehension and clarity based on the time allocated. (1 hr.)
3. CLO3 Select structured rules to writing answers appropriately and accurately based on the time allocated. (1 hr.)
4. CLO4 Select the business vocabulary related to the exam correctly. (1 hr.)



### Section 3 Course Description and Implementation

#### 1. Course Description

เนื้อหาและหลักการขั้นสูงเพื่อพัฒนาขีดความสามารถของนักศึกษาในการเตรียมตัวทำข้อสอบโทอิค (TOEIC) ผ่านเทคนิคต่างที่จำเป็นในด้านการฟัง การอ่านและการเขียน เพื่อเพิ่มยกระดับประสิทธิภาพในการสอบ

Advanced contents and principles to maximize the students' competency for the TOEIC examination through the essential techniques covering listening, reading, and writing with great precision and high proficiency

#### 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 based on the time allocated. (1 hr.)
  2. CLO2 Analyze the questions based on a range of business texts with comprehension and clarity based on the time allocated(1 hr.)
  3. CLO3 Select structured rules to writing answers appropriately and accurately based on the time allocated (1 hr.)
  4. CLO4 Select the business vocabulary related to the exam correctly (1 hr.)
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 (1 hr.)	Lecture, Practice	- Quiz - Test
CLO2: Analyze the questions based on a range of business texts with comprehension and clarity based on the time allocated (1 hr.)	Lecture, Practice	- Quiz - Test
CLO3: Select structured rules to writing answers appropriately and accurately based on the time allocated (1 hr.)	Lecture, Practice	- Quiz - Test
CLO4: Select the business vocabulary related to the exam correctly (1 hr.)	Lecture, Practice	- Test



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## SECTION 5 LESSON PLAN AND EVALUATION

### 1. Lesson Plan

Week	Topic/Details	Number of hours		Teaching activities/ media	Instructors
		Classroom 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 -Forms	2	0	Lecture, Focus group Practices and Q&A	English Lecturers



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Week	Topic/Details	Number of hours		Teaching activities/ media	Instructors
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 based on the time allocated (1 hr.)	- Quiz - Test	10 20	30
CLO2: Analyze the questions based on a range of business texts with comprehension and clarity based on the time allocated (1 hr.)	- Quiz - Test	10 20	30
CLO3: Select structured rules to writing answers appropriately and accurately based on the time allocated (1 hr.)	- Quiz - Test	10 20	30
CLO4: Select the business vocabulary related to the exam correctly (1 hr.)	- Test	10	10
<b>Total</b>		100	100



(2) Measurement and evaluation

*Judgment of the learning outcomes in the general education courses*

Score (percent)	Symbol	Meaning
90-100	O	Outstanding
60-89	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

Su Bowers et al. (2017). *TOEIC Premier 2018-2019 with 4 Practice Tests*. NY. Kaplan.  
Rilcy,R. (2008). *Achieve TOEIC*. London. Marshall Cavendish Education

### 2. Suggested Materials

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

### 3. Other Resources (if any)

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## Section 7 Evaluation and Improvement of Course Implementation

### 1. Strategy for Course Effectiveness Evaluation by Students

#### 1.1 Student evaluation of the course through course evaluation questionnaire

- 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 the 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.



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## Appendix

### Relations between the course and the General Education

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

(Course Code) LALA 284	MU-GE LOs								
	MLO1	MLO2	MLO3	MLO4	MLO5	MLO6	MLO7	MLO8	MLO9
<b>CLO1:</b> Answer the questions based on the different types of listening situations comprehensibly and analytically based on the time allocated. (1 hr.)	1.1	2.3						8.1	9.1 9.2
<b>CLO2:</b> Answer the questions based on a range of business texts with comprehension and clarity based on the time allocated. (1 hr.)	1.1	2.3						8.1	9.1 9.2
<b>CLO3:</b> Select structured rules to writing answers appropriately and accurately based on the time allocated. (1 hr.)	1.1	2.3						8.1	9.1 9.2
<b>CLO4:</b> Select the business vocabulary related to the exam correctly. (1 hr.)	1.1	2.3						8.1	9.1 9.2



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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 8.2 prepare a purposeful oral presentation designed to increase knowledge, to foster understanding, or to promote change in the listeners' attitudes, values, beliefs, or behaviors 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



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

Competences	LOs:	Sub LOs:
<b>1. Critical thinking &amp; Analysis:</b> 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
<b>2. Creativity &amp; Innovation:</b> 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	1. Demonstrate cultural competencies and adaptabilities in different working environments 2. Resort to multi-dimensional settings and tools to acquire



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Competences	LOs:	Sub LOs:
	intellectual perspectives	knowledge and skills relevant to the problems or situation at hand
<b>3. Global perspectives &amp; Ethics:</b> 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
<b>4. Communication:</b> 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
<b>5. Collaboration and Working with team:</b> 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



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