



รายวิชาศึกษาทั่วไป
ชื่อรายวิชา ภาษาอังกฤษขั้นสูงเพื่อเตรียมสอบไอเอลส์
รหัสวิชา ศศศศ 288

ระดับปริญญาตรี
คณะศิลปศาสตร์

Course Specification Section 1 General Information

Course Code and Title

| | |
|------------|---|
| In Thai | ศศศศ 288 ภาษาอังกฤษขั้นสูงเพื่อเตรียมสอบไอเอลส์ |
| In English | LALA 288 Advanced English for IELTS 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 Assistant Professor Dr. Rungpat Roengpitya
English Program, Faculty of Liberal Arts
Tel. 086-318-3975 Email: rungpat@gmail.com
- 4.2 Instructors: 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 October Year 2019



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Section 2 Aims and Objectives

1. Aims of the Course

To advance the students' English for the IELTS examination with the contents in width and depth at the BICS (Basic Interpersonal Communication Skills) and CALP (Cognitive Academic Language Proficiency) levels. To include the practices of the English skills of listening, speaking, reading, and writing with the IT aids. To cover the English vocabularies, grammar, and other integrated skills and soft skills (information technology, analytical, and critical thinking).

2. Objectives of Course Development/Revision

2.1 Course Objectives

1. Students can describe the essential components of the IELTS examination
2. Students can listen, comprehend, analyze, and criticize the listening excerpts with the contents in width and depth and with the IT aids
3. Students can converse in short and long conversations at the BICS (Basic Interpersonal Communication Skills) and CALP (Cognitive Academic Language Proficiency) levels
4. Students can read, comprehend, analyze, and criticize short and long reading texts with the contents in width and depth
5. Students can write well-organized paragraphs and essays academically and critically with the contents in width and depth and with the IT aids

2.2 Course-level Learning Outcomes (CLOs)

By the end of the course, students are able to

1. CLO1 Describe the essential components of the IELTS examination
2. CLO2 Listen, comprehend, analyze, and criticize the listening excerpts with the contents in width and depth and with the IT aids
3. CLO3 Converse in short and long conversations at the BICS (Basic Interpersonal Communication Skills) and CALP (Cognitive Academic Language Proficiency) levels
4. CLO4 Read, comprehend, analyze, and criticize short and long reading texts with the contents in width and depth and with the IT aids
5. CLO5 Write well-organized paragraphs and essays academically and critically with the contents in width and depth and with the IT aids



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Section 3 Course Description and Implementation

1. Course Description

ครอบคลุมทักษะภาษาอังกฤษสำหรับนักศึกษาเพื่อการสอบทักษะภาษาอังกฤษไอเอลส์ ซึ่งรวมถึงการฝึกฝนทักษะภาษาอังกฤษด้านการฟัง การพูด การอ่านและการเขียน ทั้งยังครอบคลุมคำศัพท์และไวยากรณ์ภาษาอังกฤษ การบูรณาการทักษะต่างๆ และทักษะเสริม (เทคโนโลยีสารสนเทศ การคิดวิเคราะห์ และการคิดเชิงวิพากษ์)ที่มีเนื้อหาเชิงกว้างและลึกในระดับที่ใช้ภาษาในชีวิตประจำวัน (Basic Interpersonal Communication Skills หรือ BICS) และระดับวิชาการ (Cognitive Academic Language Proficiency หรือ CALP) ด้วยการใช้เทคโนโลยีสารสนเทศ

Covering English for students to prepare for the IELTS examination; including the practices of the English skills of listening, speaking, reading, and writing; covering the English vocabularies, grammar, and other integrated skills and soft skills (information technology, analytical, and critical thinking) with the contents in width and depth at the BICS (Basic Interpersonal Communication Skills) and CALP (Cognitive Academic Language Proficiency) levels with the ICT aids

2. Number of Hours Per Semester

| Theory (hours) | Practice (hours) | Self-study (hours) |
|----------------------------------|---------------------|----------------------------------|
| 30 hours (2 hours x 15 weeks) | - | 60 hours (4 hours x 15 weeks) |

3. Number of Hours per Week for Individual Advice

1-3 hours/ week and by appointment



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 Describe the essential components of the IELTS examination
 2. CLO2 Listen, comprehend, analyze, and criticize the listening excerpts with the contents in width and depth and with the IT aids
 3. CLO3 Converse in short and long conversations at the BICS (Basic Interpersonal Communication Skills) and CALP (Cognitive Academic Language Proficiency) levels
 4. CLO4 Read, comprehend, analyze, and criticize short and long reading texts with the contents in width and depth and with the IT aids
 5. CLO5 Write well-organized paragraphs and essays academically and critically with the contents in width and depth and with the IT aids
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: Describe the essential components of the IELTS examination | Lectures and activities in class including writing assignments and practice tests (Weeks 1-16) | Attendance, writing assignments, practice tests, and final examination (Weeks 1-16) |
| CLO2: Listen, comprehend, analyze, and criticize the listening excerpts with the contents in width and depth and with the IT aids | | |
| CLO3: Converse in short and long conversations at the BICS (Basic Interpersonal Communication Skills) and CALP (Cognitive Academic Language Proficiency) levels | | |



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| CLO | Teaching and learning experience management | Learning outcome measurements |
|--|---|-------------------------------|
| CLO4: Read, comprehend, analyze, and criticize short and long reading texts with the contents in width and depth and with the IT aids | | |
| CLO5: Write well-organized paragraphs and essays academically and critically with the contents in width and depth and with the IT aids | | |



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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 | Introduction to the British-English assessment The structure of the British-English assessment | 2 | 0 | Lecture Activity in class | English Lecturers |
| 2 | Listening and Speaking 1 | 2 | 0 | Lecture Activity in class | English Lecturers |
| 3 | Reading and Writing 1 How to write a paragraph | 2 | 0 | Lecture Activity in class | English Lecturers |
| 4 | Grammar and Vocabulary 1 # Practice Test 1 | 2 | 0 | Lecture Activity in class # Practice Test 1 | English Lecturers |
| 5 | Listening and Speaking 2 | 2 | 0 | Lecture Activity in class | English Lecturers |
| 6 | Reading and Writing 2 A good paragraph # Writing a paragraph | 2 | 0 | Lecture Activity in class # Writing a paragraph | English Lecturers |
| 7 | Grammar and Vocabulary 2 # Practice Test 2 | 2 | 0 | Lecture Activity in class # Practice Test 2 | English Lecturers |
| 8 | Midterm Week | 2 | 0 | Lecture Activity in class | English Lecturers |
| 9 | Listening and Speaking 3 | 2 | 0 | Lecture Activity in class | English Lecturers |
| 10 | Reading and Writing 3 How to write an essay | 2 | 0 | Lecture Activity in class | English Lecturers |
| 11 | Grammar and Vocabulary 3 # Practice Test 3 | 2 | 0 | Lecture Activity in class # Practice Test 3 | English Lecturers |
| 12 | Listening and Speaking 4 | 2 | 0 | Lecture Activity in class | English Lecturers |



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| Week | Topic/Details | Number of hours | | Teaching activities/ media | Instructors |
|------|--|-----------------|---|--|----------------------|
| | | | | | Lecturers |
| 13 | Reading and Writing 4 How to write a good essay # Writing an essay | 2 | 0 | Lecture Activity in class # Writing an essay | English Lecturers |
| 14 | Grammar and Vocabulary 3 # Practice Test 4 | 2 | 0 | Lecture Activity in class # Practice Test 4 | English Lecturers |
| 15 | # Practice Test 5 Discussion and reflections on all skills | 2 | 0 | # Practice Test 5 Discussion and reflections on all skills | English Lecturers |
| 16 | Wrap-up Final Examination Review | 2 | 0 | Lecture Activity in class | English Lecturers |
| 17 | Final Examination | | | | |
| | Total | 30 | 0 | | |

2. Evaluation of the CLOs

2.1 Measurement and Evaluation of learning achievement

a. Formative assessment

1. 5 Practice Tests (Weeks 4, 7, 11, 14, and 15)
2. Writings (Weeks 6 and 13)

b. Summative assessment

- (1) Tool and weight for measurement and evaluation

| Learning Outcomes | Measurement Method | Weight (Percentage) | |
|---|--|------------------------|----|
| | | | |
| CLO1: Describe the essential components of the IELTS examination | Attendance and Participation | 5 | 35 |
| | Activities in Class | 10 | |
| CLO2: Listen, comprehend, analyze, and criticize the listening excerpts with the contents in width and depth and with the IT aids | Writings | 20 | 25 |
| | Practice tests (5 tests X 5 points) | 25 | |



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| Learning Outcomes | Measurement Method | Weight (Percentage) | |
|---|--------------------|------------------------|-----|
| | | | |
| CLO3: Converse in short and long conversations at the BICS (Basic Interpersonal Communication Skills) and CALP (Cognitive Academic Language Proficiency) levels | Final Examination | | |
| CLO4: Read, comprehend, analyze, and criticize short and long reading texts with the contents in width and depth and with the IT aids | | 40 | 40 |
| CLO5: Write well-organized paragraphs and essays academically and critically with the contents in width and depth and with the IT aids | | | |
| Total | | 100 | 100 |

(2) Measurement and evaluation

Judgment of the learning outcomes in the general education courses

| Score (percent) | Symbol | Meaning |
|-----------------|--------|----------------|
| 80-100 | O | Outstanding |
| 50-79 | S | Satisfactory |
| 0-49 | U | Unsatisfactory |

Note: *Attendance at least 80% of the total class hours. Students with attendance below 80% of the total class hours without a legal and official medical certificate will not be permitted to take the final examination.



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

Upon the judgement of the program committee and the rules and regulations of Faculty of Liberal Arts.

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

1. Cullen, P., French, A., & Jakeman, V. (2014). *Cambridge English. The Official Cambridge Guide to IELTS for Academic and General Training*. Dubai: Oriental Press.
2. Loughheed, L. (2019). *Barron's IELTS. Fifth Edition*. New York: Kaplan, Inc.

2. Suggested Materials

None

3. Other Resources (if any)

None



Section 7 Evaluation and Improvement of Course Implementation

1. Strategy for Course Effectiveness Evaluation by Students

- 1.1 Students get a peer review on their assignments (especially writing).
- 1.2 Students get a feedback from their instructor(s) on their assignments and tests.

2. Strategy for Teaching Evaluation

- 2.1 The instructor(s) get a feedback from students at the end of the semester.

3. Teaching Improvement

- 3.1 The instructor(s) get a feedback from students at the end of the semester and submit the TQF 5.

4. Verification of the Standard of Learning Outcome for the Course

The instructors verify students' achievement in accordance with the course learning outcomes from attendance, writing assignments, practice tests, and final examination.

5. Revision Process and Improvement Plan for Course Effectiveness

5.1 The instructors discuss the revision process and improvement plan at the team meetings prior to the beginning of the course and at the end of the semester.



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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 288 | MU-GE LOs | | | | | | | | |
|--|------------|------|------|------|------|------|------|------|------|
| | MLO1 | MLO2 | MLO3 | MLO4 | MLO5 | MLO6 | MLO7 | MLO8 | MLO9 |
| CLO1: Describe the essential components of the IELTS examination | | | | | | | | 8.1 | |
| CLO2: Listen, comprehend, analyze, and criticize the listening excerpts with the contents in width and depth and with the IT aids | 1.2 1.3 | | | | | | | 8.1 | |
| CLO3: Converse in short and long conversations at the BICS (Basic Interpersonal Communication Skills) and CALP (Cognitive Academic Language Proficiency) levels | | | | | | | | 8.1 | |
| CLO4: Read, comprehend, analyze, and criticize short and long reading texts with the contents in width and depth and with the IT aids | 1.2 1.3 | | | | | | | 8.1 | |
| CLO5: Write well-organized paragraphs and essays academically and critically with the contents in width and depth and with the IT aids | 1.2 1.3 | | | | | | | 8.3 | |



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Table 2 LOs that the course is responsible for

| MU-GE LOs | Sub LOs |
|--|--|
| MLO1 Critical thinking & Analysis: Create & construct an argument effectively as well as identify, critique and evaluate the logic & validity of arguments | 1.2 demonstrate ICT literacy: use appropriate technology to find, evaluate, and ethically use information 1.3 Collect, analyze, synthesize data, & evaluate information and ideas from multiple sources relevant to issues/problems |
| MLO4 Communication: 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 Demonstrate an understanding of the principles upon which sustainable ecosystems and societies are built 8.3 Exhibit characteristics of responsible citizenship |



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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: |
|---|--|---|
| 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 | <ol style="list-style-type: none"> 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 | <ol style="list-style-type: none"> 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 | <ol style="list-style-type: none"> 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 | <ol style="list-style-type: none"> 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 |



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| Competences | LOs: | Sub LOs: |
|---|--|---|
| | 5. Explore and situate one-self in a new physical environment and intellectual perspectives | <ol style="list-style-type: none"> 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 |
| 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 | <ol style="list-style-type: none"> 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 | <ol style="list-style-type: none"> 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. | <ol style="list-style-type: none"> 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 ide- |



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| Competences | LOs: | Sub LOs: |
|---|---|---|
| | | as/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 |