

Course Specification

Institution: Nakhon Pathom Rajabhat University

Faculty of Humanities and Social Sciences

English Program

Section 1: Background information

1. Course title and course number: Critical Reading (1553110)

2. Credit points: 3(2-2-5)

3. Curriculum and type of course

3.1 Curriculum: Bachelor of Education (B.Ed.)

3.2 Type of course: Specific

4. Curriculum director and instructor

4.1 Curriculum director: Aj. Nattakrita Boonbongkotrat

4.2 Instructor: 1) Asst. Prof. Dr Usa Noytim

Instructor number: 2083

2) Aj. Netnapa Suaysee

Instructor number: 3179

5. Semester/academic year: 1/2013

6. Pre-requisite: N/A

7. Co-requisites: N/A

8. Class venue: Nakhon Pathom Rajabhat University

9. Date of updated course syllabus revision –

Section 2: Aim and Objectives

1. Aim

This course aims to enable students to read a repertoire of texts critically: develop critical thinking and analytical skills.

2. Objectives

After completing this course, students will be able to:

1. distinguish facts from opinions;
2. identify the main idea and evidence;
3. draw a conclusion by relating supporting evidence to the main idea;
4. identify underlying themes or concepts and relationship between them;
5. draw logical inferences;
6. identify an author's purpose, tone, point of view, and intended audience;
7. evaluate an author's arguments;
8. determine persuasive elements;
9. evaluate and challenge evidence;
10. think critically i.e. think about how they support or resist claims the author makes;
11. formulate an hypothesis from underlying themes, concepts and evidence; and
12. express opinions towards the text.

3. Objects in course development/revision

1. To be in accordance with Thai Qualification Framework for Higher Education (TQF: HEd) 2009
2. To provide guidelines for instructors of the course

Section 3: Characteristics and Implementation

1. Course description

Practice of critical reading and awareness of the underlying ideology perspectives in a text, of how a text positions the reader, and of the writer's intention or purpose in creating a text.

2. Amount of time per semester

Presentation/ discussion	Remedial	Performance/field experience / practicum	Self-study
60 periods / semester (4 periods / week)	Individual student needs	N/A	6 periods / week

3. Duration of instructor's advice for individual students

The instructor provides two advisory periods per week for individual students or groups as required by the students.

Section 4: Student Learning Outcome Development

1. Moral and Ethics

1.1 Moral and Ethics that are required to develop as specified in program specification

To develop students to possess disciplines, punctuality, sacrifice, responsibility for both themselves and the society, respect of other people's rights and acceptance of the other's opinions, leadership and being followers, teamwork skills, respect of human's indignities as well as university rules and regulations.

1.2 Teaching and learning activities

- Integrate moral and ethics with learning activities
- Assign group work activities that encourage students to develop responsibility, respect of other people's rights, and accept the other's ideas and opinions.

1.3 Evaluation

Observe and evaluate student performance in doing activities, class attendance, task submission, and presentation of assigned tasks

2. Knowledge

2.1 Knowledge acquired

Students are capable of distinguishing facts from opinions; identify the main idea and evidence; draw a conclusion by relating supporting evidence to the main idea; identify underlying themes or concepts and relationship between them; draw logical inferences; identify an author's purpose, tone, point of view, and intended audience; evaluate an author's arguments; determine persuasive elements; evaluate and challenge evidence; think critically i.e. think about how they support or resist claims the author makes; formulate an hypothesis from underlying themes, concepts and evidence; and express opinions towards the text.

2.2 Teaching and learning activities

- Discussion

- Questioning
- Demonstration
- Explanation
- Pair and group work
- Searching for information and presentation (both verbal and nonverbal)
- Expressing ideas and opinions

2.3 Evaluation

- Written test
- Quizzes
- Observation
- Tasks
- Performances
- Midterm test and final exams

3. Cognitive Skills

3.1 Cognitive skills that need to be developed

Students are able to cognitively and systematically apply their knowledge and skills to problem solving in various situations.

3.2 Teaching and learning activities

- Set situations for student group discussion
- Apply knowledge to real-life situations

3.3 Evaluation

- Students' group work
- Students' written work

- Text analysis
- Test
- Mid-term test
- Quizzes
- Completed tasks

4. Interpersonal skills and responsibility

4.1 Interpersonal skills and responsibility needed to be developed

Students are able to understand individual differences and build good relationship with other people, express opinion that suits their roles and responsibility, develop leadership and teamwork skills. They are also able to self-developed, responsible for assigned tasks.

4.2 Teaching and learning activities

- Assign pair and group work and emphasise knowledge application
- Information search from printed materials and the WWW
- discuss the importance of various essential skills with students

4.3 Evaluation

- Student behavior and performances

5. Numerical Analysis, Communication and Information Technology Skills

5.1 Numerical analysis, communication and information technology skills that need to be developed

Students will be able to use English for communication appropriate to various situations as well as effectively use information technology for communication and presentation.

5.2 Teaching and learning activities

- Group discussion
- Presentation
- Information search
- Weblogs creation

5.3 Evaluation

- Performances
- Discussion
- Presentation
- Weblogs
- Test
- Quizzes

Section 5: Course schedule and Evaluation

1. Course schedule

Week	Topic	Activities	Materials
1	1. Introduction: What is critical reading?	- introduce the course - do activities and exercises which lead the students to know what critical reading is. - do discussion [whole class]	- handouts - games - Powerpoint

2	2. Facts and opinions	<ul style="list-style-type: none"> - do discussion [whole class] - read example paragraphs that contain facts and opinions - distinguish facts from opinion - research more information about critical reading and its objectives - quiz 	<ul style="list-style-type: none"> - semantic mapping - the WWW - handouts - Powerpoint
3-4	3. Articles	<ul style="list-style-type: none"> - do discussion [whole class] - elicit student background knowledge and activate existing knowledge - read articles and answer related questions - identify the main idea and supporting evidence - identify the author's purpose, point of views, arguments, and intended audience - write Weblog/ E-mail expressing opinions 	<ul style="list-style-type: none"> - articles from a textbook and a magazine - handouts - Weblog/ E-mail

		- quiz	
5-6	4. Editorials	<ul style="list-style-type: none"> - do discussion [whole class] - talk about editorials e.g. the author's purpose, and intended audience - read two editorials and compare them - identify themes and relationship between them - quiz 	-printed and online magazines
7-8	5. Advertisements	<ul style="list-style-type: none"> - do discussion [whole class] - read sentences from advertisements and find the words with a positive connotation - read advertisements and identify types of products and their features - read an advertisement and identify the author's purpose, persuasive elements and intended audience - quiz 	<ul style="list-style-type: none"> - advertisements - pictures - handouts - Powerpoint
9	Mid-term test		

10	6. News articles	<ul style="list-style-type: none"> - do discussion [whole class] - elicit student background knowledge and activate existing knowledge - read articles and answer related questions - identify the main idea and supporting evidence - identify the author's purpose, point of views, arguments, and intended audience - express opinions in the Weblog or via E-mail - quiz 	<ul style="list-style-type: none"> - newspaper articles - handouts - Powerpoint
11-12	7. Magazine articles	<ul style="list-style-type: none"> - do discussion [whole class] - elicit student background knowledge and activate existing knowledge - read articles and answer related questions - identify the main idea and supporting evidence 	<ul style="list-style-type: none"> - magazines - handouts - Powerpoint

		<ul style="list-style-type: none"> - identify the author's purpose, point of views, arguments, and intended audience - express opinions in the Weblog - find an article from a magazine and present the concepts, main idea, author's purpose, attitudes and intended audience to the class [individual work] - quiz 	
13-14	8. Journal articles	<ul style="list-style-type: none"> - do discussion [whole class] - elicit student background knowledge and activate existing knowledge - read articles and answer related questions - talk about the text and the author's position - quiz 	<ul style="list-style-type: none"> - text - handouts
15-16	9. Critical reviews	<ul style="list-style-type: none"> - do discussion (whole class) - identify the reviewer's attitudes and opinions towards book reviews, music 	<ul style="list-style-type: none"> - book reviews - music reviews - movie reviews

		reviews and movie reviews - search for a review, summarize it and report to the class. - write an argument based on the review. - share the summary and arguments with other classmates, express their opinions towards the review. - quiz	- handouts
17	Final exam		

2. Evaluation

Evaluation	Task and performance	Week	percentage
(1)	Written tests		
	Mid-term test	9	20%
	Final examination	17	30%
(2)	Class attendance	whole semester	10%
(3)	Quizzes	whole semester	20%

(4)	Tasks (individual & group)	whole semester	20%
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Section 6: Learning Resources

Textbook:

Exercise Your College Reading Skills

Other learning resources

- Websites
- Magazines
- Online journals
- Online newspapers

Section 7: Course Evaluation and Improvement

1. Strategies for student evaluation of course effectiveness

- Group discussion between students and the instructor
- Learning reflection
- Instructor evaluation and course evaluation

2. Strategies for Teaching evaluation

- Teaching observation
- Test results
- Revision of learning outcome evaluation

3. Teaching improvement

After the evaluation in 2, teaching improvement is essential. This was done by brainstorming activities and finding more information as follows:

- Teaching and learning seminar
- Classroom research and out of class research

4. Revision of student achievement

Through the teaching and learning process, revision of student achievement in each topic as the course requirement was conducted. This included questioning students, randomly checking student completed tasks, as well as test results.

5. Revising and planning for course efficiency

The improvement is conducted every year.