

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:** A Discourse Approach in Reading (1551109)
- 2. Credit points:** 3(3-0-6)
- 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:** 2/2013
- 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 enhance an understanding on reading English complex texts by emphasizing the students to understand details and main ideas of different genres of text.

2. Objectives

Students will be able to:

1. Discuss and analyse different genres of text;
2. Comprehend the literal meaning of text by identifying the topic, stating the main idea, and locating supporting details;
3. Identify markers used in the text;
4. Comprehend text by recognizing cohesion of text through cohesion devices such as references, substitution, ellipsis, lexical cohesion, and conjunction.
5. Connect parts of the text using correct discourse markers;
6. Rearrange sentences into a cohesive paragraph;
7. Identify patterns of text organization;
8. Write a cohesive text after reading; and
9. Participate in collaborative learning.

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

The concept of how continuous texts fit together and the significance of discourse markers with attention to the development of theme in types of texts, including narration, description, comparison, definition, classification, exemplification, cause-effect and problem solving. Reading for main ideas and details in longer texts.

2. Amount of time per semester

Presentation/ discussion	Remedial	Performance/field experience / practicum	Self-study
45 periods / semester (3 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

Knowledge acquired:

Students will be able to discuss and analyse different genres of text; comprehend the literal meaning of text by identifying the topic, stating the main idea, and locating supporting details; identify markers used in the text; comprehend text by recognizing cohesion of text through cohesion devices such as references, substitution, ellipsis, lexical cohesion, and conjunction; connect parts of the text using correct discourse markers; rearrange sentences into a cohesive paragraph; identify patterns of text organization; and write a cohesive text after reading.

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

2.1 Evaluation

- Written test
- Quizzes
- Observation
- Tasks/ Presentations
- Performances
- 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
- 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	Topics	Activities	Materials
1	1. Course introduction	- introduce the course - discussion [whole class]	- course outline - handouts
2-3	2. Recount	- rearrange scrambled sentences - identify genre of text and discourse markers - read the story and find topic, main ideas and details - summarise the story	- "Reader's Digest" magazine - the Internet - semantic mapping

		<ul style="list-style-type: none"> - find the meanings of expressions - search for a recount story and report to the class - write a recount 	<ul style="list-style-type: none"> - the WWW - handouts
4	3. Narrative	<ul style="list-style-type: none"> - discussion [whole class] - read the text and complete related tasks - identify genre of text and analyse the structure of the text - retell the story - search for an additional narrative and share the story in class 	<ul style="list-style-type: none"> - magazines - the WWW
5	4. Description	<ul style="list-style-type: none"> - discussion [whole class] - read the descriptions and match them with the statements - read the passage and identify topic and main ideas - find references - analyse text organization and identify discourse markers 	<ul style="list-style-type: none"> - pictures - handouts - pictures
6	5. Procedure	<ul style="list-style-type: none"> - rearrange scrambled sentence in a chronological order - read the text and identify its genre - students do related tasks in order to check their comprehension - write a cohesive procedural text 	<ul style="list-style-type: none"> - scrambled sentences - pictures - instructions - manuals
7	6. Comparison and Contrast	<ul style="list-style-type: none"> - discussion [whole class] - compare two cities [group work] - read the text and complete the grid [analyse similarities and differences] 	<ul style="list-style-type: none"> - an article - pictures - handouts

		- write a cohesive paragraph of comparison and contrasts	
8	Mid-term test of other subjects		
9	7. Cause/Effect	<ul style="list-style-type: none"> - discussion [whole class] - discussion [whole class] - read the text and complete related tasks - identify genre of text and analyse the structure of the text 	<ul style="list-style-type: none"> - an article - pictures - handouts
10	8. Definition	<ul style="list-style-type: none"> - discussion [whole class] - read the text and complete related tasks - identify genre of text and analyse the structure of the text 	<ul style="list-style-type: none"> - an article - handouts
11-12	9. Classification	<ul style="list-style-type: none"> - discussion [whole class] - read the text and complete the mind map - search for additional information and present to the class [individual work] 	<ul style="list-style-type: none"> - text - handouts
13	10. Exemplification	<ul style="list-style-type: none"> - discussion - read text and identify topic and main idea; complete the list - complete the cloze exercise 	<ul style="list-style-type: none"> - text - handouts
14-15	11. Expository	<ul style="list-style-type: none"> - discussion - read text and analyse its organization - complete related exercises - talk about the text and the author's position 	<ul style="list-style-type: none"> - articles - handouts

		- write an argument based on the text	
16	12. Problem solving	- brainstorming [whole class] - read text and analyse its organization - group-based problem solving	- articles - handouts
17	Final exams		

2. Evaluation

Evaluation	Task and performance	Week	percentage
(1)	Written tests Final examination	17	30%
(2)	Class attendance	whole semester	10%
(3)	Tests/ Quizzes	whole semester	20%
(5)	Tasks/ Presentations (individual & group)	whole semester	40%

Section 6: Learning Resources

Textbook:

- Past, Present & Future
- Paragraph Reading Strategies
- Academic Encounters Human Behavior: Reading, Study and Writing 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.