# **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:** English for Academic Purposes (1553701)
- **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 Instructors:** 1) Aj. Waleerath Laoarun 2) Aj. Netnapa Suaysee
- 5. Semester/academic year: 2/2013
- 6. Pre-requisite: N/A7. 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 improve the students' academic skills of listening, speaking, reading, and writing.

#### 2. Objectives

Students will be able to:

- 1. Build vocabulary skills and write more effectively and accurately with an academic context:
- 2. Read and think critically with purpose by using effective reading strategies;
- 3. Comprehend academic texts by identifying the topic, stating the main idea, and locating supporting details;
- 4. Approach academic listening tasks with confidence;
- 5. Discuss and analyze short academic texts correctly and appropriately;
- 6. Interpret, think and organize about what they read and write;
- 7. Deliver a confident and competent presentations; and
- 8. Communicate effectively in an academic style.

#### 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

A course intended for students to improve their academic communication skills of listening, speaking, reading and writing. Analysis, interpretation and production of short academic texts, identification of ideas in oral messages and written texts, and introduction to a formal oral presentations. Includes a review of basic grammar as well as a focus on technical vocabulary, and technical writing.

#### 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

Knowledge acquired:

Students will be able to build vocabulary skills; write more effectively and accurately with an academic context; read and think critically with purpose by using effective reading strategies; comprehend academic texts by identifying the topic, stating the main idea, and locating supporting details; approach academic listening tasks with confidence; discuss and analyze short academic texts correctly and appropriately; interpret, think and organize about what they read and write; deliver a confident and competent presentations; and also communicate effectively in an academic style.

## 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
- Ouizzes
- 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
- Ouizzes
- 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 emphasize 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
- 5.3 Evaluation
  - Performances
  - Discussion
  - Presentation
  - Test
  - Quizzes

**Section 5: Course schedule and Evaluation** 

#### 1. Course schedule

Week	Topics	Tutorial Activities	Materials
1	1.Introduction to the EAP course	- introduce the course - discussion [whole class]	- course outline
2	2. Moving on  3. International students	<ul> <li>- How to listen</li> <li>- Factors which affect listening</li> <li>- Formal, neutral, and informal language</li> <li>- Asking for repetition</li> <li>- Using dictionary</li> <li>- Reading: Going abroad to study</li> <li>- Following instructions: filling in forms</li> </ul>	<ul><li>textbooks</li><li>dictionaries</li><li>handouts</li><li>Power point</li></ul>

		- Reading methods: skim; scan;	
		intensive reading, extensive reading	
		- Checking writing: error correction	
		- Writing an informal email	
		- A dictionary entry: understanding information about a word	
		- Recording vocabulary: word card	
3-4	4. Island states	- Vocabulary quiz 1	- textbooks
		- Predicting content	- dictionaries
		-Listening for gist	- handouts
		-Taking notes	- Power point
		- Recognizing signposts	- the WWW
		- Spoken punctuation	
		-Helping the listener	
		- Using the internet: reliable sources	
		- Avoiding repetition	
		-Word stress: nouns and verbs	
	5.Where in the	- Reading: Three countries	
	world?	- Skimming and scanning: reading for general idea, and for particular information	
		- Brainstorming ideas: topic areas and examples; completing a paragraph	
		- Linking ideas: but, however, although	
		- Recognizing synonyms and antonyms	
		- Recognizing vocabulary: diagrams; a scale; synonyms and	

		antonyms; labeling a picture	
		- Wring a description of my country	
5-6	6. Careers in the media	- Vocabulary quiz 2	- textbooks
		- Taking notes	- dictionaries
		- Recognizing signposts	- handouts
		- Spoken punctuation	- Power point
		- Sentence stress	- the Internet
		- Helping the listener	
		- Verbs and nouns	
	7. Newspaper articles	- Reading: An unexpected journey	
		- Predicting content: using the title and the pictures	
		- Meaning from context: guessing the meaning of new words	
		- Sentences/Paragraphs: helping your writing flow	
		- Varying the structure: making writing interesting	
		- Antonyms from prefixes: making an opposite word using un-, in-, il-, im-, ir-	
		- Write an article	
7	8. Innovation from	- Vocabulary quiz 3	- textbooks
	nature	- Using visuals	- dictionaries
		- Listening for detail: rephrasing	- handouts
		- Defining and describing objects	- Power point
		- Helping the listener	- the WWW
		- Research: using the internet	

- Multi-word verbs - Reading: Innovations - Identifying the main message: using topic sentences to identify paragraph content - Organizing ideas: planning the arguments for and against - Linking ideas: first, for instance, in conclusion Writing a discursive essay - Avoiding repetition: using synonyms to vary your writing  8			- Register	
- Identifying the main message: using topic sentences to identify paragraph content  - Organizing ideas: planning the arguments for and against  - Linking ideas: first, for instance, in conclusion  - Writing a discursive essay  - Avoiding repetition: using synonyms to vary your writing  8  Mid-term Test  9-10  10. Conservations  - Vocabulary quiz 4  - Listening for detail  - Distinguishing speakers  - handouts  - Distinguishing levels of formality  - Conversational topics  - Keeping a conversational going  - Suffixes and prefixes: word- building  - Reading: A conference in Istanbul  - Purpose and audience: using visuals and written clues  - Using formal expressions: writing academic email and letters			- Multi-word verbs	
using topic sentences to identify paragraph content  - Organizing ideas: planning the arguments for and against  - Linking ideas: first, for instance, in conclusion  - Writing a discursive essay  - Avoiding repetition: using synonyms to vary your writing  8  Mid-term Test  9-10  10. Conservations  - Vocabulary quiz 4  - Listening for detail  - Distinguishing speakers  - Distinguishing levels of formality  - Conversational topics  - Keeping a conversational going  - Suffixes and prefixes: word-building  - Reading: A conference in Istanbul  - Purpose and audience: using visuals and written clues  - Using formal expressions: writing academic email and letters		9. Modern technology	- Reading: Innovations	
arguments for and against  - Linking ideas: first, for instance, in conclusion  - Writing a discursive essay  - Avoiding repetition: using synonyms to vary your writing  8			using topic sentences to identify	
in conclusion  - Writing a discursive essay  - Avoiding repetition: using synonyms to vary your writing   Mid-term Test  9-10 10. Conservations - Vocabulary quiz 4 - textbooks  - Listening for detail - dictionaries  - Distinguishing speakers - handouts  - Distinguishing levels of formality - Power point  - Conversational topics  - Keeping a conversational going  - Suffixes and prefixes: word-building  - Reading: A conference in Istanbul  - Purpose and audience: using visuals and written clues  - Using formal expressions: writing academic email and letters				
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- Distinguishing levels of formality - Conversational topics - Keeping a conversational going - Suffixes and prefixes: word-building - Reading: A conference in Istanbul - Purpose and audience: using visuals and written clues - Using formal expressions: writing academic email and letters			- Listening for detail	- dictionaries
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- Keeping a conversational going  - Suffixes and prefixes: word-building  - Reading: A conference in Istanbul  - Purpose and audience: using visuals and written clues  - Using formal expressions: writing academic email and letters			- Distinguishing levels of formality	- Power point
- Suffixes and prefixes: word-building - Reading: A conference in Istanbul - Purpose and audience: using visuals and written clues - Using formal expressions: writing academic email and letters			- Conversational topics	
building  - Reading: A conference in Istanbul  - Purpose and audience: using visuals and written clues  - Using formal expressions: writing academic email and letters			- Keeping a conversational going	
11. Conferences and visits  - Purpose and audience: using visuals and written clues  - Using formal expressions: writing academic email and letters			<u> </u>	
visits  - Purpose and audience: using visuals and written clues  - Using formal expressions: writing academic email and letters			- Reading: A conference in Istanbul	
academic email and letters				
- Writing a formal email				
			- Writing a formal email	
11-12 12. Food science - Vocabulary quiz 5 - textbooks	11-12	12. Food science	- Vocabulary quiz 5	- textbooks

- Taking notes - Interpreting meaning - Expressing approximations: helping the listener and checking understand - Collocations: adjective and nouns - Reading: Air pollution - Making notes: organizing, recording, and remembering important information - Interpreting meaning: recognizing fact and speculation - Writing: Trends - Paraphrasing and summarizing: using other sources - Words that go together: noun/verb + preposition (associated words) - Using numbers: numbers in writing - Writing a summary  13-14  14. Great Lives  - Vocabulary quiz 6 - Listening: Heroes and heroines - Taking notes - Taking notes - Listening for detail: opinions and facts - Spoken punctuation: pausing Giving opinions, agreeing, and			- Listening for gist	- dictionaries
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13. Science and our world  - Reading: Air pollution - Making notes: organizing, recording, and remembering important information - Interpreting meaning: recognizing fact and speculation - Writing: Trends - Paraphrasing and summarizing: using other sources - Words that go together: noun/verb + preposition (associated words) - Using numbers: numbers in writing - Writing a summary  13-14  14. Great Lives  - Vocabulary quiz 6 - Listening: Heroes and heroines - Taking notes - Taking notes - Listening for detail: opinions and facts - Spoken punctuation: pausing  Giving opinions, agreeing, and			helping the listener and checking	
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- Spoken punctuation: pausing Giving opinions, agreeing, and				
			- Spoken punctuation: pausing	HIC 17 17 17
disagreeing			Giving opinions, agreeing, and disagreeing	
- Register: levels of formality			- Register: levels of formality	

		- One-word verbs	
		- My hero: presentation	
	15. People: past and	- Reading: Three famous writers	
	present	- Using original sources: dealing with difficult language and unknown vocabulary	
		- Research: Information on the Net	
		- Using the Internet: search engines; online encyclopedias; subject directories	
		- Developing a search plan: making a search efficient and reliable	
		- Writing: Biographies	
		- Adding extra information: non-defining relative clauses	
		Organizing ideas: structuring your ideas logically, e.g. chronologically	
		- Writing from research	
15-16	16. Responsible	- Vocabulary quiz 7	- textbooks
	tourism	- Listening: Ecotourism	- dictionaries
		- Dealing with longer listening	- handouts
		- Speaking: Transitions	- Power point
		- Dealing with questions	
		- Dependent prepositions	
		- Presentation	
		- Reading: International tourism	
	17. Travel and tourism	- Interpreting data: statistical information in graphs, charts, and texts	
		- Avoiding repetition: describing	

	graphs using synonyms, adjective + nouns, verbs + adverbs	
17	Final Examination	

## 2. Evaluation

Evaluation	Task and performance	Week	percentage
(1)	Written tests		
	Mid-term test	8	20%
	Final examination	17	30%
(2)	Class attendance	whole semester	10%
(3)	Vocabulary quizzes	whole semester	10%
(5)	Writing tasks/ Presentations (individual & group)	whole semester	300%

# **Section 6: Learning Resources**

## **Textbook:**

- Headway Level 2: Academic Skills (Listening, Speaking, and Study skills)
- Headway Level 2: Academic Skills (Reading, Writing, and Study skills)

# Other learning resources

- Websites

# **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 brain storming 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.