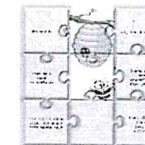




COURSE SYLLABUS

Second Semester | Academic Year 2021 (Online)



1. Faculty of Humanities

Department of Foreign Languages

2. Course Code:	01355102	Course Name:	English for University Life
Total Credits:	3 (3-0-6)	Pre-requisite:	01355101 English for Everyday Life

3. Instructor: _____

Office: _____ Office Hours: _____

Contact: _____

★ Be sure to contact the instructor with appropriate language and at an appropriate time. ★

4. Course Description

Use of English in academic contexts with a focus on study skills, discussion and presentation. Encourage independent learning and collaborative work.

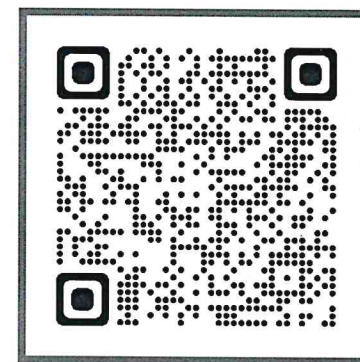
5. Course Objectives

- 5.1 To develop English language skills necessary for academic discussion and presentation
- 5.2 To develop English language skills required for planning and carrying out assignment projects
- 5.3 To foster collaboration skills




6. Teaching-Learning Material

Coursebook: Paranapiti, K. (2020). *01355102 English for University Life*.

★ The coursebook can be downloaded from this [LINK](#) or the QR code. ⇒ ⇒ ⇒ ⇒ ⇒ ⇒ ⇒ ⇒ ⇒



7. Assessment

7.1 Write a PARAGRAPH					10 Points
7.1.1	Paragraph 1	(Individual)	5 Points		
7.1.2	Paragraph 2	(Individual)	5 Points		
7.2 Make a CONVERSATION					40 Points
7.2.1	Conversation 1	(Pair or Group of 3-6)	20 Points		
7.2.2	Conversation 2	(Pair or Group of 3-6)	20 Points		
7.3 Give a TALK					40 Points
7.3.1	Talk 1	(Individual)	20 Points		
7.3.2	Talk 2	(Group of 5-6)	20 Points		
7.4 PARTICIPATION					10 Points
★ <i>Students are expected to attend classes regularly to punctually and/or actively participate in activities introduced by the instructor. The activities will focus on critical thinking, analytical thinking, and reflection.</i>					
★ <i>The forms of participation may include answering questions, completing exercises, giving a short presentation, sharing opinions, posting a reply in the classroom's chat, etc.</i>					
★ <i>A record of student participation scores will be kept throughout the semester.</i>					

TOTAL = 100 Points

Remark:

- ★ *See Page 5 for assignment details.*

8. Attendance

The course will entirely be taught via online communication platforms, and it is students' responsibilities to ensure they are in a suitable learning environment and attend classes regularly as scheduled. In the event of onsite learning, regulations regarding COVID-19 must be obeyed.

9. Evaluation

The course employs norm-referenced grading.

10. Thai Program Tentative Schedule: (Nov | 29 | 2021 - Mar | 20 | 2022)

Week	M D *	Class Content	Assignment Due *
1	Nov 29 - Dec 4	Introduction & Chapter ONE	
2	Dec 6-11	Chapter ONE	
	(Dec 6: Substitution for H.M. King Bhumibol Adulyadej The Great's Birthday) (Dec 10: Constitution Day)		
3	Dec 13-18	Chapter ONE	<input type="checkbox"/> Paragraph 1
4	Dec 20-25	Chapter TWO	
5	Dec 27 - Jan 1	Chapter TWO	
	(Dec 31: New Year's Eve) (Jan 1: New Year's Day)		
6	Jan 3-8	Chapter TWO	<input type="checkbox"/> Conversation 1
	(Jan 3: Substitution for New Year's Day)		
7	Jan 10-15	Chapter THREE	
8	Jan 17-22	★ NO Midterm Examination ★	
9	Jan 24-29	Chapter THREE	
10	Jan 31 - Feb 5	Chapter THREE	<input type="checkbox"/> Talk 1
11	Feb 7-12	Chapter FOUR	
12	Feb 14-19	Chapter FOUR	
	(Feb 16: Makha Bucha Day)		
13	Feb 21-26	Chapter FOUR	<input type="checkbox"/> Conversation 2
14	Feb 28 - Mar 5	Chapter FIVE	
15	Mar 7-12	Chapter FIVE	
16	Mar 14-19	Chapter FIVE & Wrap-Up	<input type="checkbox"/> Talk 2
			<input type="checkbox"/> Paragraph 2
17	Mar 21-26	★ NO Final Examination ★	

Remarks:

- ★ Subject to change at the instructor's discretion.
- ★ Please follow the government and/or University's official announcements for further updates.




11. International Program Tentative Schedule: (Jan | 10 - May | 1 | 2022)

Week	M D *	Class Content	Assignment Due *
1	Jan 10-15	Introduction & Chapter ONE	
2	Jan 17-22	Chapter ONE	
3	Jan 24-29	Chapter ONE	<input type="checkbox"/> Paragraph 1
4	Jan 31 - Feb 5	Chapter TWO	
5	Feb 7-12	Chapter TWO	
6	Feb 14-19	Chapter TWO	<input type="checkbox"/> Conversation 1
	(Feb 16: Makha Bucha Day)		
7	Feb 21-26	Chapter THREE	
8	Feb 28 - Mar 5	★ NO Midterm Examination ★	
9	Mar 7-12	Chapter THREE	
10	Mar 14-19	Chapter THREE	<input type="checkbox"/> Talk 1
11	Mar 21-26	Chapter FOUR	
12	Mar 28 - Apr 2	Chapter FOUR	
13	Apr 4-9	Chapter FOUR	<input type="checkbox"/> Conversation 2
	(Apr 6: Chakri Memorial Day)		
14	Apr 11-16	Chapter FIVE	
	(Apr 13-15: Songkran Festival)		
15	Apr 18-23	Chapter FIVE	
16	Apr 25-30	Chapter FIVE & Wrap-Up	<input type="checkbox"/> Talk 2
			<input type="checkbox"/> Paragraph 2
17	May 2-7	★ NO Final Examination ★	

Remarks:

- ★ Subject to change at the instructor's discretion.
- ★ Please follow the government and/or University's official announcements for further updates.

ASSIGNMENTS

		Due Date	Points
	7.1 Write a PARAGRAPH 7.1.1 Paragraph 1 (Individual) 7.1.2 Paragraph 2 (Individual)	_____ _____	_____/5 _____/5
	7.2 Make a CONVERSATION 7.2.1 Conversation 1 (Pair or Group of 3-6) 7.2.2 Conversation 2 (Pair or Group of 3-6)	_____ _____	_____/20 _____/20
	7.3 Give a TALK 7.3.1 Talk 1 (Individual) 7.3.2 Talk 2 (Group of 5-6)	_____ _____	_____/20 _____/20

Remarks:

- ★ **Students and the instructor in each section are encouraged to decide together on the formats for submission: soft or hard copy; recorded (e.g. video) or live performance. In the event of onsite submission, regulations regarding COVID-19 must be obeyed.**
- ★ **Students who missed assignment due dates will not be excused without a valid reason and supporting evidence at the instructor's discretion.**

⚠ ⚠ ⚠ ⚠ ⚠

If it is proven that students have copied someone else's work or wrongfully taken it from other sources,
STUDENTS WILL RECEIVE ZERO POINTS for the assignment.
In case of suspected plagiarism, the instructor may test or ask them to re-do the assignment to prove their innocence.

⚠ ⚠ ⚠ ⚠ ⚠



★
Write a PARAGRAPH
★

✍ Paragraph 1: Semester Goal ✍

Besides your academic goal, what is ONE skill you would like to be better at by the end of this semester? What are you planning to do to achieve your goal? (How often? With whom? With which tool/application? Where?)

Write a paragraph to share things you plan to do to achieve your semester goal.

REQUIREMENTS

1. You are required to write a paragraph on the following topic:
 - Three things to do to achieve your semester goal (to have a better skill at _____)
2. You are required to include the following in your paragraph.
 - ONE topic sentence
 - THREE main points
 - ONE concluding sentence
3. You are required to include at least 11 sentences in your paragraph.

My Semester Goal

Topic Sentence	
Main Point 1	
Main Point 2	
Main Point 3	
Concluding Sentence	

✍ Paragraph 2: Goal Reflection ✍

Refer to your semester goal (as presented in your Paragraph 1 or your Talk 1). Do you think you are likely to achieve your goal? Why or why not? Write a paragraph to reflect on why your semester goal is likely OR unlikely to be achieved.

REQUIREMENTS

1. You are required to write a paragraph on ONE of the following topics:
 - Three reasons why your semester goal is **LIKELY** to be achieved
 - Three reasons why your semester goal is **UNLIKELY** to be achieved
2. You are required to include the following in your paragraph.
 - ONE topic sentence
 - THREE main points
 - ONE concluding sentence
3. You are required to include at least 11 sentences in your paragraph.

Reflection on My Semester Goal

Topic Sentence	
Main Point 1	
Main Point 2	
Main Point 3	
Concluding Sentence	

SCORING CRITERIA

Score: _____ ÷ 3 = _____ / 5 Points

Criteria	1	2	3	4	5
REQUIREMENTS	The writing includes only ONE of the requirements.	The writing includes LESS THAN HALF of the requirements.	The writing includes AROUND HALF of the requirements.	The writing includes MORE THAN HALF of the requirements.	The writing includes ALL of the requirements.
IDEAS	The writing is VERY HARD to follow or shows NO DEVELOPMENT of ideas. No supporting reasons or examples are provided.	The writing is HARD to follow or shows LITTLE DEVELOPMENT of ideas. A few supporting reasons or examples are provided but are not clear or still lacking.	The writing is SOMEWHAT EASY to follow or shows an ATTEMPT TO DEVELOP ideas. Some supporting reasons or examples provided may not be directly relevant or logical.	The writing is EASY to follow or shows DEVELOPMENT of ideas. Some supporting reasons or examples provided are directly relevant and logical but may not be specific or complete.	The writing is VERY EASY to follow or shows GOOD DEVELOPMENT of ideas. Supporting reasons and examples provided are directly relevant, logical, specific, and complete.
LANGUAGE USE	The writing contains a VERY LIMITED range of vocabulary. MOST words are used INCORRECTLY . MANY grammatical errors are noted, and MOST ideas CAN BARELY BE GUESSED . NO linking devices are used at all.	The writing contains a LIMITED range of vocabulary. SOME words are used INCORRECTLY . SOME grammatical errors are noted, and MOST ideas NEED TO BE GUESSED . ONLY A FEW linking devices are used appropriately.	The writing contains BASIC vocabulary. SOME words are used CORRECTLY . SOME grammatical errors are noted, and SOME ideas NEED TO BE GUESSED . SOME linking devices are used appropriately.	The writing contains a WIDE range of vocabulary. SOME words are used CORRECTLY . SOME grammatical errors are noted, but MOST ideas are still UNDERSTANDABLE . Linking devices are used appropriately IN MOST PARTS of the paragraph.	The writing contains a WIDE range of vocabulary. MOST words are used CORRECTLY . ONLY A FEW grammatical errors are noted, but MOST ideas are still UNDERSTANDABLE . Linking devices are used appropriately THROUGHOUT the paragraph.



★
Make a CONVERSATION
★

🗨️ Make a CONVERSATION 🗨️

Create and perform a conversation (maximum length of 5 minutes). The requirements are as follows:

REQUIREMENTS

Assignment	Conversation 1	Conversation 2	Remarks
Topic	Ways to make the most of your time	Working with other people	
Functions	<ul style="list-style-type: none"> • Making plans • Expressing opinions • Making suggestions 	<ul style="list-style-type: none"> • Sharing ideas • Agreeing • Disagreeing 	
Vocabulary	Include at least 10 B1 words from Chapters ONE & TWO.	Include at least 10 B1 words from Chapters THREE & FOUR.	See Vocabulary Index (pp. 108-109) for the list of B1 words. Highlight the words in your script.
Grammar	Include at least 2 examples of each of the 4 grammar points from Chapters ONE & TWO. (Altogether, include at least 8 examples.)	Include at least 2 examples of each of the 4 grammar points from Chapters THREE & FOUR. (Altogether, include at least 8 examples.)	See Grammar Index (p. 110) for the list of grammar points. Underline the examples of the grammar points in your script.
Expressions	Include at least 2 examples of each of the 5 types of expressions from Chapters ONE & TWO. (Altogether, include at least 10 examples.)	Include at least 1 example of each of the 8 types of expressions from Chapters THREE & FOUR. (Altogether, include at least 8 examples.)	See Section 4. Speaking in each chapter for the types of expressions. Apply bold formatting to the examples of the expressions in your script.
Submission	Submit TWO things. <ol style="list-style-type: none"> 1. The script of the conversation <i>See the following pages for the optional templates and example.</i> 2. The performance of the conversation 		

Conversation 1

Time

Members:

Script:

----- Example -----

Jaehyun: I expect to achieve 40-50 % of the total score for 01355102 course and to have a better **skill** at dancing.

Ten: I beg your pardon, but I don't quite understand. Could you explain what you mean by dancing?

Jaehyun: It means [-- Jaehyun gestures a dance move --].

Ten: I get it now. I can totally help you with that because I took a class in 2016.

Jaehyun: Awesome!

...

Vocabulary (in order of appearance)	Meaning in Context
1. skill	1. An ability to do an activity well, especially because you have practiced it
...	...
10.	10.

Grammar (in order of appearance)	Past Simple	Past Continuous	Linking Devices of Cause & Effect	Linking Devices of Contrast
1. I can totally help you with that <u>because</u> I took a class in 2016.			X	
2. I can totally help you with that <u>because</u> I <u>took</u> a class in 2016.	X			
...				
8.				

Expressions (in order of appearance)	Giving Opinions	Giving Suggestions	Expressing Lack of Understanding	Asking for Clarification	Showing Understanding
1. I beg your pardon, but I don't quite understand.			X		
2. Could you explain what you mean by dancing?				X	
...					
10.					

Conversation 2 Collaboration

Members:

Script:

Vocabulary (in order of appearance)	Meaning in Context
1.	1.
...	...
10.	10.

Grammar (in order of appearance)	Linking Devices of Contrast	Comparative & Superlative	Relative Pronouns	Conditional Sentences
1.				
...				
8.				

Expressions (in order of appearance)	Introducing the Topic/Goal of the Meeting	Getting Yourself Heard	Showing an Agreement	Showing a Disagreement	Settling the Disagreement	Asking for Suggestions	Introducing Suggestions	Responding to Suggestions
1.								
...								
8.								

SCORING CRITERIA

Score: _____ / 20 Points

Criteria	1	2	3	4	5
REQUIREMENTS	The conversation includes only ONE of the requirements.	The conversation includes LESS THAN HALF of the requirements.	The conversation includes AROUND HALF of the requirements.	The conversation includes MORE THAN HALF of the requirements.	The conversation includes ALL of the requirements.
IDEAS	The conversation is VERY HARD to follow or shows NO DEVELOPMENT of ideas. No supporting reasons or examples are provided.	The conversation is HARD to follow or shows LITTLE DEVELOPMENT of ideas. A few supporting reasons or examples are provided but are not clear or still lacking.	The conversation is SOMEWHAT EASY to follow or shows an ATTEMPT TO DEVELOP ideas. Some supporting reasons or examples provided may not be directly relevant or logical.	The conversation is EASY to follow or shows DEVELOPMENT of ideas. Some supporting reasons or examples provided are directly relevant and logical but may not be specific or complete.	The conversation is VERY EASY to follow or shows GOOD DEVELOPMENT of ideas. Supporting reasons and examples provided are directly relevant, logical, specific, and complete.
LANGUAGE USE	ONLY A FEW required vocabulary, grammar, and expressions are used appropriately.	LESS THAN HALF of the required vocabulary, grammar, and expressions are used appropriately.	AROUND HALF of the required vocabulary, grammar, and expressions are used appropriately.	MORE THAN HALF of the required vocabulary, grammar, and expressions are used appropriately.	MOST of the required vocabulary, grammar, and expressions are used appropriately.
DELIVERY	The conversation seems UNNATURAL possibly with NO gestures or facial expressions.	The conversation seems QUITE UNNATURAL possibly with A FEW gestures or facial expressions.	The conversation seems NATURAL AT TIMES possibly with SOME gestures or facial expressions.	The conversation seems NATURAL MOST OF THE TIME with gestures or facial expressions that match the ideas of the conversation.	The conversation seems NATURAL THROUGHOUT with various gestures and facial expressions that match the ideas of the conversation.



TALK 1: MY SEMESTER GOAL

Prepare a talk (maximum length of 7 minutes) to share your **SEMESTER GOAL** with the public. The requirements are as follows:

REQUIREMENTS

Content

You are required to include the following FOUR main points in your talk by answering the questions below. Give explanations and/or examples as appropriate.

1. Goal

- a. What is ONE skill you would like to be better at by the end of this semester?
- b. Why do you want to be better at this skill?

2. Plan to achieve the goal

- a. What ONE tool/application do you plan to use to achieve your goal? (The tool/application can be real or imaginary.)
- b. What does the tool/application focus on? How does it work or how to use it?
- c. How often do you plan to use it?

3. Reasons for choosing the tool/application above

- a. Compare the chosen tool/application with another tool/application. What are their THREE differences?
(You MUST provide details such as their names and how they work. The tools/applications can be real or imaginary.)
- b. Why does each difference make the chosen tool/application more suitable than the other tool/application for you to achieve your goal?

4. Reward

- a. What reward will you give yourself if you achieve your goal? Why?

Presentation

You are required to include the following FOUR steps in your talk:

1. Greeting
2. Topic Introduction AND Outline
3. Introducing Visuals
4. Ending



TALK 2: OUR UNIVERSITY CLUB



Prepare a talk (maximum length of 10 minutes) to introduce your **CLUB** and invite people to join. (The club can be real or imaginary.) The requirements are as follows:

REQUIREMENTS

Content

You are required to include the following FOUR main points in your talk by answering the questions below. Give explanations and/or examples as appropriate.

1. Club information

- a. What is the name of your club?
- b. Who is this club for? Who should be interested to join your club?
- c. Why did you start this club? What benefits will members receive from joining your club?

2. Club activity

- a. What are THREE activities that club members will do? How often? Where?

3. Club rule

- a. What is ONE most important rule that club members must follow?
- b. What is the reason for having this rule?
- c. What is ONE example of the rule violation? What was an action taken or a consequence?

4. Club application

- a. Who can join your club?
- b. How to apply for your club? Can anyone just sign up? Will there be an audition? Why?/Why not?

Presentation

You are required to include the following FOUR steps in your talk:

1. Informing of Question Time (at the beginning of the talk)
2. Changing of Speaker
3. Inviting Questions (at the end of the talk)
4. Dealing with Unanswerable Questions

SCORING CRITERIA

Score: _____ ÷ 1.25 = _____ / 20 Points

Criteria	1	2	3	4	5
REQUIREMENTS	The talk includes only ONE of the requirements.	The talk includes LESS THAN HALF of the requirements.	The talk includes AROUND HALF of the requirements.	The talk includes MORE THAN HALF of the requirements.	The talk includes ALL of the requirements.
IDEAS	The talk is VERY HARD to follow or shows NO DEVELOPMENT of ideas. No supporting reasons or examples are provided.	The talk is HARD to follow or shows LITTLE DEVELOPMENT of ideas. A few supporting reasons or examples are provided but are not clear or still lacking.	The talk is SOMEWHAT EASY to follow or shows an ATTEMPT TO DEVELOP ideas. Some supporting reasons or examples provided may not be directly relevant or logical.	The talk is EASY to follow or shows DEVELOPMENT of ideas. Some supporting reasons or examples provided are directly relevant and logical but may not be specific or complete.	The talk is VERY EASY to follow or shows GOOD DEVELOPMENT of ideas. Supporting reasons and examples provided are directly relevant, logical, specific, and complete.
LANGUAGE USE	The talk contains MANY grammatical or pronunciation errors, and MOST ideas CAN BARELY BE GUESSED .	The talk contains SOME grammatical or pronunciation errors, and MOST ideas NEED TO BE GUESSED .	The talk contains SOME grammatical or pronunciation errors, and SOME ideas NEED TO BE GUESSED .	The talk contains SOME grammatical or pronunciation errors, but MOST ideas are still UNDERSTANDABLE .	The talk contains ONLY A FEW grammatical or pronunciation errors, but MOST ideas are still UNDERSTANDABLE .
DELIVERY	The talk seems UNNATURAL possibly with NO gestures or facial expressions.	The talk seems QUITE UNNATURAL possibly with A FEW gestures or facial expressions.	The talk seems NATURAL AT TIMES possibly with SOME gestures or facial expressions.	The talk seems NATURAL MOST OF THE TIME with gestures or facial expressions that match the ideas of the talk.	The talk seems NATURAL THROUGHOUT with various gestures and facial expressions that match the ideas of the talk.
PRESENTATION TECHNIQUES	The talk includes NO visual aids, or the voice/audio is inaudible/of poor quality.	The talk includes visual aids that MIGHT BE RELEVANT to A FEW ideas of the talk or other presentation techniques that enhance A FEW ideas of the talk.	The talk includes visual aids that are DIRECTLY RELEVANT to SOME ideas of the talk or other presentation techniques that enhance SOME ideas of the talk.	The talk includes visual aids that are DIRECTLY RELEVANT to MOST ideas of the talk or other presentation techniques that enhance MOST ideas of the talk.	The talk includes visual aids that are DIRECTLY RELEVANT to ALL of the ideas of the talk or other presentation techniques that enhance ALL of the ideas of the talk.

* Students are advised to consult their instructor about the appropriateness of the visuals used in their presentation, if any.