

3	Tues 19 th Jan	Unit 2 – Fashion Passion	T-shirt presentation
4	Tues 26 th Jan	Unit 3 – Dating & Relationships	Workshop – leading discussions
5	Tues 2 nd Feb	Unit 4 – Cyberbullying	Student-led discussion
6	Tues 9 th Feb	Unit 5 – Study & Education Listening and vocab test 1	Student-led discussion
7	Tues 16 th Feb	Workshop – presentation skills	Student-led discussion
8	Tues 23 rd Feb	Unit 6 – Happiness	Student-led discussion
9	Tues 1 st Mar	MIDTERM – Presentations	
10	Tues 8 th Mar	Unit 7 – Fitness Facts	Student-led discussion
11	Tues 15 th Mar	Unit 8 – Crime & Justice	Student-led discussion
12	Tues 22 nd Mar	Unit 9 – Friendship Listening and vocab test 2	Student-led discussion
13	Tues 29 th Mar	Unit 10 – Language & Communication	Student-led discussion
14	Tues 5 th Apr	Unit 11 – The World of Work	Communicative activity
15	Tues 12 th Apr	Unit 12 – The Natural World	NO CLASS
16	Tues 19 th Apr	Listening and vocab test 3	Review
17	Tues 26 th Apr	FINAL – Conversations	

14.3. Method

- a. Lecture 5 %
- b. Lecture and discussion 10 %
- c. Brainstorming and discussion of case study so that students learn to analyze and solve problems 20 %
- d. Making a summary of the main points or presentation of the results of researching or the assigned tasks 15 %
- e. Others: Pair/group work, short speeches, listening 50 %

14.4. Media

- a. Transparencies and opaque sheets
- b. Powerpoint media
- c. Electronics and website media
- d. Others: Audio discs for in-class listening practice and testing, and other supplementary materials

14.5. Assignment through Network System

14.5.1. Assigning and Submitting Method: Blackboard

14.5.2. Learning Management System: Blackboard

14.6. Course Evaluation

14.6.1. Assessment of Academic Knowledge 45 %

Three tests to assess student knowledge of the materials covered in the course, especially listening skills and knowledge of target vocabulary, will be given on the following days during the semester:

Tuesday 9th February 2016

Tuesday 22nd March 2016

Tuesday 19th April 2016

→Any student who misses a test will receive a score of zero (0). Instructors will not allow students to make up any quizzes they have missed!

14.6.2. Assessment of Work or Classroom Activities 20 %

- a. *Attendance* (10%): Since communication is the goal of the course, class attendance is essential to gain the benefits of the class. Students will receive an attendance score based on how reliably they attend each scheduled class. Students will receive full-credit for attendance on any given day if they are present and on-time. Late arrival will result in half-credit for attendance. Missing fifty percent or more (50%) of a scheduled class will result in zero attendance credit for that class.
- b. *Participation* (10%): This part of the grade will be based on participation in class, communicative ability, and the extent to which students use the vocabulary and conversational phrases they learn in class. This score is not based on how fluent students may already be but on the individual effort they make in class activities and discussions and put into improving their speaking skills. Each instructor will explain his or her individual method of determining this score; however, for purposes of inter-group consistency, total scores assigned to each student by his/her instructor may be compared using the following tentative percentage scale.

A 86%–100%	Student demonstrates excellent participation. S/he is completely at ease using English on a wide range of topics, searches for words only occasionally and seldom makes grammatical errors, so that comprehension is rarely if ever hindered. S/he makes full use of target vocabulary and conversational phrases.
B 75%–85%	Student participates actively but may have occasional lapses. S/he has to make an effort to search for words and grammar, at times hindering comprehension. Student is above class average in all skills and uses target vocabulary and conversational phrases.
C 60%–75%	Student participates but usually allows other students to take the lead. S/he tends not to volunteer information and has to make an effort to search for the correct vocabulary and grammar, and these are often non-idiomatic (incorrect), hindering comprehension. Student makes some use of target vocabulary and conversational skills.

D 51%–59%	Student shows a lack of participation. Intelligibility is frequently hindered by incorrect use of vocabulary and grammar. Student demonstrates little or no effort to use target vocabulary and/or conversational phrases.
F 0%–50%	Student demonstrates no active participation in class and fails to communicate with any effect. There is no effort to use target vocabulary or conversational phrases.

14.6.3. Assessment of the Assigned Tasks 25 %

- a. *Leading Discussion* (10%): Students are required to choose a text to be read by all students and discussed in a subsequent class session. Students will work *in pairs* to select the text and lead the class's discussion of their selected text. Discussion leaders are expected to prepare copies of the text for their classmates, to prepare a summary of and discussion questions related to the reading, and to ask questions to prompt their fellow students to respond to the text.
- b. *Presenting* (15%): Students are required to give a seven-to-ten-minute, well-planned oral presentation at the mid-point of the term. This task will be done *in small groups*, but each student must participate fully in the presentation. Each student is expected to convey his/her thoughts confidently and fluently, drawing from target vocabulary and idioms and utilizing communication strategies. Topics are to be determined by students and approved by individual instructors.

14.6.4. Others: Final Conversation 10 %

Students will be required to carry on a conversation on one of a set of topics which will be chosen at random. Final interviews will be conducted during the last week of classes by one or more of the course instructors but not necessarily by the student's own.

15. Reading List

15.1. Required Text

Course Reading Packet

15.2. Supplementary Texts

- Comfort, Jeremy. *Effective Presentations*. Oxford Business English Skills. Oxford, GB: Oxford University Press, 1997.
- Duncan, Janie, and Amy Parker. *Open Forum: Academic Listening and Speaking 3*. New York and Oxford: Oxford University Press, 2007.
- Eckstut, Samuela, and Karen Sorensen. *What's in a Word?: Reading and Vocabulary Building*. Essex, GB: Longman, 1992.
- Jones, Leo, and C. von Baeyer. *Functions of American English: Communicative Activities for the Classroom*. Student's Book. Cambridge, GB: Cambridge University Press, 1983.
- McCarthy, Michael, and Felicity O'Dell. *English Vocabulary in Use: Upper-Intermediate*. Cambridge, GB: Cambridge University Press, 2001.

Powell, Mark. *Presenting in English: How to Give Successful Presentations*. Hove, GB: Language Teaching Publications, 1996.

15.3. Research Articles/Academic Articles: N/A

15.4. Electronic Media or Websites: N/A

16. Teacher Evaluation

16.1. Type of Teacher Evaluation: Online evaluation in the CU-CAS

16.2. Changes Made in Accordance with the Previous Evaluation: The organization of the course has been changed to raise the level of discourse to be more in line with demonstrated student ability. Additional assignments have been added to encourage students to widen their participation in English-language discussions. Finally, the method of evaluation has been revised to reflect the new course focus on discussion and increased difficulty level of the material.

16.3. Discussion or Analysis Which Creates Desirable Qualifications of Chulalongkorn University Graduates: This course creates desirable qualifications of Chulalongkorn University graduates by enhancing students' intellectual capacity and increasing their knowledge of the ways in which English is used in various social contexts. This is achieved through classroom discussions and activities and through selected listening exercises. Students will gain professional skills by carrying out a group research project and presenting the results in a public-speaking venue. Ethics and social responsibility are problematized by heightening students' awareness of the differences between their native culture and the English-speaking world.