

Course Syllabus

English Conversation & Discussion

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| 1. Course Number | 2202208 |
| 2. Course Credit | 3 credits |
| 3. Course Title | English Conversation & Discussion (ENG CONVER DISC) |
| 4. Faculty/Department | Arts/English |
| 5. Semester | First |
| 6. Academic Year | 2020 |
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| 7. Instructors | Group 1: Andrew Lobb | BRK 310 |
| | Group 2: Puckpan Tipayamontri | BRK 311 |
| | Group 3: Jennifer Goodman | BRK 313 |
| | Group 4: Benjamin Poole | BRK 314 |
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| Puckpan Tipayamontri: | puckpan.t@chula.ac.th |
| Jennifer Goodman: | ajarnjennychula@gmail.com |
| Benjamin Poole: | brptefl@gmail.com |
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| 8. Condition | 8.1. Prerequisite 2202112 English II or 5500112 Experiential English II
8.2. Corequisite N/A
8.3. Concurrent N/A |
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| 9. Status | English Major Requirement (language area) |
| 10. Curriculum | Bachelor of Arts |
| 11. Degree | Undergraduate |
| 12. Hours/Week | 3 hours/week |
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| 13. Course Description | Conversation and discussion on topics related to everyday life and work; listening comprehension; logical expression of ideas and arguments through class discussion and presentations. Pronunciation features. |
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| 14. Course Outline | |
| 14.1. Learning Objectives | |
| a. | To increase students' confidence and fluency in conversational English |
| b. | To provide students with opportunities to activate English studied in other courses |
| c. | To provide students with practice in and strategies for exchanging information and negotiating meaning |
| d. | To provide students with practice in listening both for gist and for specific information |
| e. | To increase students' knowledge of vocabulary and idioms relevant to particular topics of discussion |
| f. | To increase students' awareness of certain aspects of pronunciation |

14.2. Learning Contents

Wk	Date	Monday	Date	Wednesday
1	10 Aug	Course Introduction	12 Aug	No class
2	17 Aug	Unit 1 – Representing Disabilities	19 Aug	Communication Strategies
3	24 Aug	Unit 2 – Strength in Disabilities	26 Aug	Communication Strategies
4	31 Aug	Unit 3 – Political Activism	2 Sep	Communication Strategies
5	7 Sep	Unit 4 – Online Safety	9 Sep	Student-led Discussion
6	14 Sep	Listening & Vocabulary Test 1 Introduction to Debates	16 Sep	Unit 5 – Education Debating Workshop
7	21 Sep	Debating Workshop	23 Sep	Practice Debates
8	28 Sep	Unit 6 – Addiction as a Disease	30 Sep	Student-led Discussion
9	5 Oct	Debate Assessment	7 Oct	Debate Assessment
10	12 Oct	Unit 7 – Addiction and Society	14 Oct	Student-led Discussion
11	19 Oct	Unit 8 – Sex Education	21 Oct	Student-led Discussion
12	26 Oct	Listening & Vocabulary Test 2 Unit 9 – Zero Waste?	28 Oct	Student-led Discussion
13	2 Nov	Unit 10 – Patient Autonomy	4 Nov	Student-led Discussion
14	9 Nov	Unit 11 – Church and State	11 Nov	Student-led Discussion
15	16 Nov	Unit 12 – Mental Health and Review	18 Nov	Listening & Vocabulary Test 3 and Review
16	23 Nov	Final Conversation Tests	25 Nov	Final Conversation Tests

Classes highlighted in yellow above will take place on campus in the classrooms listed on page 1 of the syllabus. Classes that are not highlighted will be conducted online. Section teachers will share the arrangements for online learning with students in the first class.

14.3. Method

<input checked="" type="checkbox"/> Lecture	5 %
<input checked="" type="checkbox"/> Lecture and discussion	10 %
<input checked="" type="checkbox"/> Brainstorming and discussion of case study so that students learn to analyze and solve problems	20 %
<input checked="" type="checkbox"/> Making a summary of the main points or presentation of the results of researching or the assigned tasks	15 %
<input checked="" type="checkbox"/> Others: Pair/group work, short speeches, listening	50 %

14.4. Media

- Google Classroom
- Zoom and/or Google Meet
- PowerPoint media
- Electronics and website media
- 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 and/or Google Classroom

14.5.2. Learning Management System: Blackboard and/or Google Classroom

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:

Monday 14 September 2020

Monday 26 October 2020

Wednesday 18 November 2020

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

14.6.2. Assessment of Work or Classroom Activities 20 %

a. *Participation and Attendance* (20%): This part of the grade will be based on attendance, active participation in class activities, communicative ability, and the extent to which students use the skills, 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.

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 and topic. 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 topic, and to ask questions to prompt their fellow students to respond to the text.

b. *Debating* (15%): In teams, students will participate in a debate against another team of students on a topic provided in advance. Although done in groups, each student must participate actively in the debate and will be graded individually.

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 conversations 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.

14.6.5 Grading Policy: In addition to group distribution, students' final grades for the course will be based on the following **tentative** scale:

86% and above	A
80–85%	B+
76–80%	B
70–75%	C+
60–69%	C
55–59%	D+
50–54%	D
49% and below	F

15. Reading List

15.1. Required Text

Course Reading Packet – instructors will share the reading packet in electronic form (PDF) in the first class.

15.2. Supplementary Texts

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, performance of individual students in group activities, 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 group projects and communicating on a broad range of topics. Ethics and social responsibility are problematized by heightening students' awareness of the differences between their native culture and the English-speaking world.