



Siam University, Thailand
International College
Language Center International College (LCIC)
Course Syllabus

1. General Information

Course Code: 117-401 **Course Name:** Fundamental English

Type of Subject: General Education

Credit: 3 (3-0-6)

Semester:

Prerequisite: B1+ level

Lecturer:

Email:

2. Course Description

Develop essential English skills; practice reading comprehension, vocabulary acquisition; conversation; writing and oral communication; analyzing short text on interesting topics; including articles on global citizenship; sustainability; practicing expression in conversations; instructions; writing simple composition; storytelling about daily life; participating in discussion and utilizing AI tool for personalized feedback by combining practical learning activities with AI technology.

3. Course Objective

Students will be able to practice EFL four skills using topic or theme- based teaching and learning approaches. Relying on modern pedagogy which focuses on learner-centered integrated curriculum, language in this course will be considered as a means of communication in various learning experiences. The activities and themes of the course are designed to create authentic and genuine communication opportunities in an EFL university classroom setting and emphasize on both the product and language accuracy. It is expected that students will not only promote their level of English proficiency but also will enhance different aspects of their personalities as university learners. Finally, it is aimed that the course may develop the learner's cognitive skills for more complicated university challenges.

4. Course Learning Outcome (CLO)

It is expected that, on completion of this course, the students will be able to:

1. discuss course topics using speaking strategies, listen actively and take structured notes using listening strategies
2. write a paragraph about the topics of this course using writing strategies and use vocabulary and expressions related to the topics
3. read academic passages or articles about the course topics and answer various types of questions using reading strategies

Expected level: CEFR B2 (Can understand the main complex text on both concrete and abstract topics, including technical discussion in his/her field of specialism. Can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without strain for either party. Can produce clear, detailed text on a wide range of subjects and explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.)

5. Course outline and lesson learning outcome:

Week	Lesson Topic	Lesson learning outcome	Learning Resources	Assessment Methods
1	Culture Shock	<ul style="list-style-type: none"> - Pretest 1. Speaking: sharing cultural experience as an international student 2. Listening: note-taking strategy (Cornell) 3. Writing: <ul style="list-style-type: none"> - Steps before writing - Parts of a paragraph - Narrative paragraph 4. Vocabulary: culture shock phases 	<ul style="list-style-type: none"> - Listening: Youtube (How to Use Cornell Notes) - Writing: Unit 2 & 3 (NO. 5) 	<ul style="list-style-type: none"> - EF SET: efset.org (15 minutes) - Class Activities: <ul style="list-style-type: none"> <u>Speaking:</u> class discussion <u>Listening:</u> note-taking strategy <u>Writing:</u> <ul style="list-style-type: none"> - Practice brainstorming, mapping, and editing (pp. 9-12) - Analyzing paragraphs (pp. 16, 17, & 19) Assignment: Writing a narrative paragraph
2	Travel, Trust, and Tourism	<ul style="list-style-type: none"> 1. Speaking: discussion strategy 2. Writing: compare and contrast writing strategy 3. Academic language: compare and contrast structures 	<ul style="list-style-type: none"> - Writing: Unit 5 (NO. 5) - Academic language: Unit 5 (NO. 5) 	<ul style="list-style-type: none"> - Class Activities: <ul style="list-style-type: none"> <u>Speaking:</u> class discussion <u>Writing:</u> developing mind map (topic development) <u>Academic language:</u> <ul style="list-style-type: none"> - pp. 37 & 38 - pp. 41 & 42 Assignment: Writing a compare and contrast paragraph
3	Personality	<ul style="list-style-type: none"> 1. Reading: understanding main idea 2. Speaking: group discussion- vocabulary 3. Listening: Five Big Personality Traits- vocabulary 4. Writing: compare and contrast writing strategy 5. Academic language: Cohesion and hedging 	<ul style="list-style-type: none"> - Reading: Unit 5 (NO. 2) - Listening: Youtube - Academic language: Unit 5 (NO. 2) 	<ul style="list-style-type: none"> - Class Activities: <ul style="list-style-type: none"> <u>Speaking:</u> class discussion <u>Reading:</u> class group/ pair work <u>Listening:</u> note-taking strategy <u>Writing:</u> developing mind map (topic development)

Week	Lesson Topic	Lesson learning outcome	Learning Resources	Assessment Methods
				<u>Academic language:</u> pp. 74 & 75 - Writing Assignment: compare and contrast writing strategy
4	Education	1. Reading: skimming and scanning for main idea 2. Speaking: group discussion 3. Listening: what do learners need? 4. Writing: compare and contrast writing strategy 5. Academic language: compound sentences	- Reading: Unit 1(NO. 2) - Listening: Youtube - Academic language: Unit 1 (NO. 2)	- Class Activities: <u>Speaking:</u> class discussion <u>Reading:</u> p. 15 <u>Listening:</u> note-taking strategy <u>Writing:</u> developing mind map (topic development) <u>Academic language:</u> p.14 - Writing Assignment: Compare and contrast paragraph
5	Procrastination	1. Speaking: group discussion-critical thinking 2. Listening: vocabulary 3. Writing: problem-solution writing strategy	- Writing: Unit 7 (no. 5) - Listening: 7 steps to cure procrastination (Youtube)	- Progressive test: EF SET: efset.org (15 minutes) - Class Activities: Speaking: class discussion Listening: note-taking strategy Writing: developing mind map (topic development) - Writing Assignment: Problem-solution strategy
6	Environmental Issues	1. Reading: skimming and scanning strategy- purpose and structure of a text 2. Speaking: group discussion-critical thinking 3. Listening: vocabulary 4. Writing: Problem-solution strategy	- Reading: Unit 4 (no. 2) - Listening: 10 major global environmental issues (Youtube)	- Class Activities: Speaking: class discussion Reading: class group/ pair work Listening: note-taking strategy Writing: developing mind map (topic development) - Writing Assignment: Problem-solution strategy
7	Technology	1. Reading: identifying evaluation 2. Speaking: group discussion-critical thinking	- Reading: Unit 11 (no. 2)	- Class Activities: Speaking: class discussion

Week	Lesson Topic	Lesson learning outcome	Learning Resources	Assessment Methods
		3. Presentation: Mind map 4. Writing: problem solution writing strategy		Reading: class group/ pair work Writing: developing mind map (topic development) - Writing Assignment: Problem-solution writing strategy
8	Midterm Exam			- Closed book written exam
9	Future of Careers	- Progressive test 1. Speaking: group discussion-critical thinking 2. Listening: note taking strategy 3. Writing: cause and effect writing strategy	- Writing: Unit 6 (no. 3) - Listening: 15 jobs that will disappear in 20 years (Youtube)	- Class Activities: Speaking: class discussion Listening: note-taking strategy Writing: developing mind map (topic development) - Writing Assignment: Cause and effect writing strategy
10	Media and its Effects	1. Reading: finding details 2. Speaking: group discussion-critical thinking 3. Listening: finding details 4. Writing: cause and effect writing strategy	- Reading: - Listening: 5 ways social media is changing your brain (Youtube)	- Class Activities: Speaking: class discussion Reading: class group/ pair work Listening: note-taking strategy Writing: developing mind map (topic development) - Writing Assignment: Cause and effect writing strategy
11	Goals	1. Reading: 2. Speaking: group discussion-critical thinking 3. Presentation: mind map 4. Writing: using suitable strategy	- Reading:	- Class Activities: Speaking: class discussion Reading: class group/ pair work Writing: developing mind map (topic development) - Writing Assignment: Proper strategy
12	Happiness	- Progressive test 1. Reading: finding details 2. Speaking: group discussion 3. Listening: can winning the lottery bring happiness?	- Reading: - Listening: Youtube	Progressive test: EF SET: efset.org (15 minutes)

Week	Lesson Topic	Lesson learning outcome	Learning Resources	Assessment Methods
		4. Writing: using suitable strategy		- Class Activities: Speaking: class discussion Reading: class group/ pair work Listening: note-taking strategy Writing: developing mind map (topic development) - Writing Assignment: Proper strategy
13	Immigration	1. Task achievement in writing 2. Group work: parts of a paragraph- using proper strategy		- Class Activity: Choosing proper strategy- feedback session
14	Final Presentation	- Post-test Group/ Individual presentation		EF SET: efset.org (50 minutes)
15	Final Exam			- Closed book written exam

6. Learning Resources:

1. De Chazal, E., & McCarter, S. (2012). *Oxford EAP: A course in English for Academic Purposes. Intermediate/ B1+*. Oxford University Press.
2. De Chazal, E., & McCarter, S. (2012). *Oxford EAP: A course in English for Academic Purposes. Upper Intermediate/ B2*. Oxford University Press.
3. Oshima, A., Hogue, A., & Curtis, J. (2017). *Longman academic writing series 2 paragraphs to essays*. Pearson.
4. Walker, B. (2011). *Academic English vocabulary for international students: the key to success in college Bill Walker*. s. n.
5. Zemach, D. E., & Rumisek, L. A. (2005). *Academic writing: From Paragraph to Essay*. Macmillan Elt.
6. Cambridge IELTS book series
7. Lecturer's slides
8. YouTube
9. TED Talks

7. Teaching and Learning Methods:

1. Lectures and classroom discussions: students are provided with lecture presentations via Moodle and the course syllabus at the beginning of the course.
2. Visual/ audio aids: Video clips or audio tracks illustrating the course topics will be presented in the class and acceptable in Moodle.

8. Assignment and assignment presentation:

Students learn to conduct teamwork or pair work assignments in or outside of the classroom. They are asked to use active learning as a part of their learning process. They are also guided to make the final presentation.

9. Time Distribution and Study Load:

Lecture and classroom discussion	45	hours
Assignments	20	hours
Consultation sessions (if needed)	5	hours
Student self-study	45	hours
Preparation for mid-term, final exam or final presentation	10	hours

10. Evaluation Scheme:

Midterm Exam	20
Final Presentation	10
Assignments	20
Final Exam (Closed book)	30
Class Participation	10
Class Attendance	10

*** Instructor(s) will have the right to conduct additional viva sessions if student(s) show or suspect copying from others.

** Students are not allowed to bring any notes, electronic devices, or books to the exam hall

11. Rubrics

The course uses various types of rubrics to assess student's performance. The rubric provides a structured evaluation framework for assessing students and each criterion is assessed on a scale from Excellent (5) to Poor (1). This will allow students to know their assessment procedure and give them detailed feedback to make improvement during the semester or in the future. Scan the QR to see the details:



12. Expected Course Learning Outcome

Lesson Learning Outcomes with Course Learning Outcome

Lesson Learning Outcome (LLO)	Course Learning Outcome (CLO)
Week no. 1, 2, 3, 4, 5, 6, 7, 9, 10, 11, 12, 14	Discuss course topics using speaking strategies; listen actively and take structured notes using listening strategies
Week no. 1, 2, 3, 4, 5, 6, 7, 9, 10, 11, 12, 13	Write a paragraph about the topics of this course using paragraph format strategies and use vocabulary and expressions related to the topics
Week no. 3, 4, 6, 7, 9, 10, 11, 12	Read academic passages or articles about the course topics and answer various types of questions using reading strategies

Course Assessment Plan

Assessment	CLO1	CLO2	CLO3
Class Activities	- Group discussion - Group/ pair work - Note taking strategy	- Writing assignments - Mid mapping- topic development and vocabulary	- Reading an academic reading passage - Answering various types of questions using reading strategies
Presentation	Presentation rubric	-	-
Midterm Exam	-	Writing a paragraph using proper strategy	- Reading an academic reading passage - Answering various types of questions using reading strategies
Final Exam	-	Writing a paragraph using proper strategy	- Reading an academic reading passage - Answering various types of questions using reading strategies

Measuring Achievement of CLOs

Assessment	CLO1	CLO2	CLO3	Total
Class Activities	10%	-	10%	20%
Assignment	-	20%	-	20%

Assessment	CLO1	CLO2	CLO3	Total
Presentation	10%	-	-	10%
Midterm Exam	-	15%	15%	20%
Final Exam	-	15%	15%	30%

13. Expected CEFR Level: B2

	B2	Description	Lessons (Week no.)	Assessment Method
Understanding	Listening	I can understand the main points of clear standard speech on familiar matters regularly encountered in work, school, leisure, etc. I can understand the main points of videos or audio resources on current affairs or topics of personal or professional interest when the delivery is relatively slow and clear. I can understand straightforward factual information about common everyday or job-related topics, identifying both general messages and specific details, provided speech is clearly articulated in a generally familiar accent.	1, 3, 4, 5, 6, 9, 10, 12	- Class videos and note taking strategy - EF SET pre-, post, and progressive test
	Reading	I can read articles and reports concerned with contemporary problems in which the writers adopt particular attitudes or viewpoints. I can understand contemporary literary prose. I can read and understand texts on subjects related to their fields of interest with a satisfactory level of comprehension. I can quickly scan through long and complex texts, locating relevant details and information.	3, 4, 6, 7, 8, 10, 11, 12, 15	- Class reading activities - EF SET pre-, post, and progressive test -Midterm and final exam
Speaking	Spoken Interaction	I can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without strain for either party.	1, 2, 3, 4, 5, 7, 9, 10, 11, 12, 13, 14	- Class discussion - Class group work/ pair work
	Spoken Production	I can present clear, detailed descriptions on a wide range of subjects related to their field of interest. I can explain a viewpoint on a topical issue giving the advantages and disadvantages of various options. I can participate in extended discussions on a variety of topics in familiar		

	B2	<u>Description</u>	<u>Lessons</u> <u>(Week no.)</u>	<u>Assessment Method</u>
		contexts, expressing ideas and opinions clearly.		
Writing	Writing	<p>I can write clear, detailed texts on a wide range of subjects related to their interests. I can write an essay or report, passing on information or giving reasons in support of or against a particular point of view.</p> <p>Reports and Essays: Can produce text which shows a considerable degree of grammatical control and which does not contain many errors that could hinder understanding.</p> <p>Everyday Writing: Can write letters highlighting the personal significance of events and experiences.</p>	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 15	<ul style="list-style-type: none"> - Writing Assignments - Midterm and final exam

14. Final Exam Question Structure:

The exam paper is composed of multiple-choice questions, gap filling, matching, identification, writing a paragraph, and short questions and answers.

15. Grading policy:

Following the final examination, final grades of the course will be submitted to the examination grading committee for evaluation. Based on their evaluation, the final grade distribution (to maintain the normal distribution) might be changed. However, the final marks will not be affected even if the grade range is changed. For instance, depending on the grade range set by the exam committee, an *A* could become *B+* or vice versa.

16. Grading range

This course will follow the following grading structure:

Grade *	Marks	Definition
A	90 – 100	Excellent
B+	80 – 89	Very good
B	70– 79	Good
C+	60 – 69	Fairly good
C	50 – 59	Fair
D+	45 - 49	Poor
D	40 – 44	Very Poor
F	0 – 39	Fail
I		Incomplete
P		In Progress
W		Withdrawal

*** This is the standard grading range; however, the grade range can be changed depending on the final exam evaluation committee.*

17. Student's Appeal Policy for grading

- a. Request to recheck the marks: Students will get the final marks within 1 week after the final examination. It will be displayed via Moodle or you will be emailed individually to your email (**ID-based email only**). If students have any doubts about their exam marks, it is the student's duty to contact the teacher within 1 week of the marks release date. Grades will not be changed after this period, as the final grading committee will evaluate all results within the provided period.
- b. Grade "I": If students miss assignments, quizzes, projects, or reports, their final grade will be "I" or incomplete. Thus, students must communicate with the course instructor. Otherwise, their grade will be automatically converted to "F", and students cannot appeal for any grade change or submit assignments.

18. Attendance/Participation

Attendance will be taken during the class and will have an effect on the grade. Students must attend 80% of the class. Students must have to sign the attendance sheet for the record. If the student is ill or has any family emergency, and is unable to attend the class, the student must have to send an email to the lecturer before the class about the absence and the expected time of return. Furthermore, it is expected that the students will participate in class by discussing and showing his/her own ideas and opinions relating to the topics. Class discussion and in-class activities will be noted and reflected in final course grades.

19.Instructor(s):

Date Submitted to the committee:

Curriculum Committee Recommendations to instructor(s): _____

Program Level (Dean/Director) Approval: _____

Date: .../...../.....