

## GENERAL EDUCATION, KMITL

## COURSE SYLLABUS

Course Code	90641010 96641010	Course Title	INTERCULTURAL COMMUNICATION SKILLS IN ENGLISH 2			
Unit	3 (3-0-6)	Semester		Section		Date-Time
Course Description	A development of intercultural communication competences through practices of English language communication with emphasis on listening practices, analytic reading, group discussions, public speaking, and different writing techniques such as expository writing, descriptive writing, persuasive writing, and narrative writing.					
Coordinator	Asst. Prof. Dr. Maturada Jinorose Mr. Nagorn Bunyarit					
Lecturer						
Counselling Schedule	Line Group Monday - Friday 8:00 a.m. - 6:00 p.m.			Language	<input type="checkbox"/> Thai <input checked="" type="checkbox"/> English <input type="checkbox"/> Others, please specify	
Website or Online Teaching Method (if any)	MS Teams code: IQ Online practice (Unit 1-2)					
<b>Course Learning Outcome</b>						
By the end of this course, the student will be able to <ol style="list-style-type: none"> <li>Students are able to communicate by using all four English communication skills which include listening, speaking, reading, and writing in various contexts and situations.</li> <li>Students are able to use English in daily life communication and for further education.</li> <li>Students acquire English communication skills at the level of CEFR B2 or higher.</li> </ol>						

General Education Learning Outcome: GE-LO	
GE-LO	Value
<input checked="" type="checkbox"/> GE-LO-1 Analytical and Critical Thinking	3
<input type="checkbox"/> GE-LO-2 Complex Problem Solving	
<input checked="" type="checkbox"/> GE-LO-3 Creativity	2
<input checked="" type="checkbox"/> GE-LO-4 Interpersonal Skills	2
<input checked="" type="checkbox"/> GE-LO-5 Integrity and Perseverance	2
<input checked="" type="checkbox"/> GE-LO-6 Active Learning and Learning Strategies	3
<input type="checkbox"/> GE-LO-7 Resilience, Stress Tolerance and Flexibility	
<input checked="" type="checkbox"/> GE-LO-8 Leadership and Social Influence	1
<input checked="" type="checkbox"/> GE-LO-9 Communication	2
<input type="checkbox"/> GE-LO-10 Entrepreneurship and Startup	
<input type="checkbox"/> GE-LO-11 Digital Quotient Literacy and Digital Media Production	
<b>Total Value</b>	<b><u>15</u></b>

## Instruction Plan

Class	Topic	Score Record	Note
1	Course Introduction		
2	Unit 3: Information Technology Reading 3.1: Cars that think (p. 55-63)	- Attendance - Weekly pre-test & post-test - In-class assignment	
3	Unit 3: Reading 3.2: Classrooms without Walls (p.63-68)	- Attendance - Weekly pre-test & post-test - In-class assignment	
4	Unit 3: Video: Algorithm (p.69-71)	- Attendance - Weekly pre-test & post-test - In-class assignment	
5	Unit 3: Writing 1: Writing a summary (p.72-79)	- Attendance - In-class assignment	
6	<b>Optional activities</b> Based on students' learning needs, the lecturer will select one of the following practice activities: 1. Speaking Drills 2. Free form writing practice 3. Vocabulary & grammar review in preparation for the final exam		
7	Unit 3: Writing & Speaking Test	- Attendance - <b>**In-class test**</b>	Unit 3 online lesson deadline No/late submission = 0 score
No class	KMITL Midterm Exam Week		
8	Unit 4: Marketing Reading 4.1: Can Targeted Ads Change you? (p.81-88)	- Attendance - Weekly pre-test & post-test - In-class assignment	
9	Unit 4: Reading 4.2: In Defense of Advertising (p.89-95)	- Attendance - Weekly pre-test & post-test - In-class assignment	
10	Unit 4: Video: Ads Targeting Data (p.95-96)	- Attendance - Weekly pre-test & post-test - In-class assignment	
11	Unit 4: Writing: Writing an opinion essay (p.97-102)	- Attendance - In-class assignment	
12	CEFR TEST Preparation Activity		
***	<b>On-site Final CEFR TEST</b>	24 scores	No show = U

Class	Topic	Score Record	Note
13	<b>Optional Activities</b> Based on students' learning needs, the lecturer will select one of the following practice activities: 1. Speaking Drills 2. Free form writing practice 3. Vocabulary & grammar review in preparation for the final exam	- Attendance	
14	<b>Unit 4: Writing &amp; Speaking test</b>	- Attendance - <b>**In-class test**</b>	Unit 4 online lesson deadline No/late submission = 0 score
15	<b>Reflection &amp; Conclusion</b>	- Attendance	

#### Important notes

1. "Pre-class self-study" is required for the "weekly pre-tests & post-tests, and in-class assignments".
2. "In-class assignments" (speaking activities & writing exercises) are scored weekly.
3. "All classes are conducted onsite, except for those on "Public holidays" which will be conducted online on the scheduled dates.
4. On public holidays, the online classes will use "optional activities" instead of the scheduled contents for onsite classes which will be covered in the following week after the holidays.

## Assessment Plan

Assessment Activities	Value	Score	Week of Evaluation	Notes
1. Attendance	1	4	Throughout the semester	<ul style="list-style-type: none"> <li>- Students must be in class by 9:00 a.m. or 1:00 p.m. to receive the punctuality score.</li> <li>- Arriving more than 60 minutes late counts as being absent.</li> <li>- <b>More than 3 counted absences = Fail (U).</b></li> <li>- Only absences with <b>a medical certificate</b> or <b>an official KMITL document (showing participation in KMITL activities)</b> are non-count and will not be included in the absence total.</li> <li>- <b>No official document = absence count</b></li> </ul>
2. In-class assignment	1	4	Throughout the semester	Students are required to study the lesson prior to the classes for in-class assignments (Gallery Walk speaking activities + writing practices).
3. Weekly pre-test & post-test	1	4	Throughout the semester	Students are required to study the lesson prior to the classes for the weekly pre-test and post-test. <ul style="list-style-type: none"> <li>- 10 questions for weekly pre-test (Test in MS-teams)</li> <li>- 10 questions for weekly post-test (Test in MS-teams)</li> </ul>
4. IQ Online practice (Unit 3-4)	2	8	Throughout the semester	<b>The online lesson will be closed in Week 15.</b>
5. Writing & Speaking test (Unit 3)	2	8	Week 7	Individual writing test Group speaking test (10 min/group, no more than 5 people/group)
6. Writing & Speaking test (Unit 4)	2	8	Week 14	<b>No show, score = 0</b>
7. CEFR Proficiency Test	6	24	Week 12	<b>No show = fail the course</b> (Only absences supported by a medical certificate or an official KMITL document are treated as non-count absences and will be eligible for a replacement exam.)
รวม Total	15	60		

## Evaluation criteria

<input checked="" type="checkbox"/> Satisfactory/Unsatisfactory (S/U)		
Grade	S	U
Score (60 points)	30-60	0-29.9

Scoring criteria according to Assessment Plan

Assessment Activities	Learning Outcomes	Value	Level			
			4 (Excellent)	3 (Good)	2 (Fair)	1 (Poor)
1. Attendance (4 scores)	GE-LO 8	1	More than 9 times punctuality	8-9 times punctuality	6-7 times punctuality	1-5 times punctuality
2. In-class assignment (4 scores)	GE-LO 4	1	7-8 times for in-class activity participation	5-6 times for in-class activity participation	3-4 times for in-class activity participation	1-2 times for in-class activity participation
3. Weekly pre-test & post-test (4 scores)	GE-LO 4	1	Total Score 80-100%	Total Score 60-79%	Total Score 40-59%	Total Score 20-39%
4. IQ Online practice (Unit 3-4) (8 scores)	GE-LO 6	1	18% Completion Percentage and above	16% Completion Percentage and above	14% Completion Percentage and above	Lower than 12% Completion Percentage
		1	90% and above Correction Percentage	80% and above Correction Percentage	70% and above Correction Percentage	Lower than 70% Correction Percentage
5. Writing & Speaking test (Unit 3) (8 scores)	GE-LO 9	1	<b>Individual writing test</b> <ul style="list-style-type: none"> <li>• Topic sentence: clear and directly states the main idea</li> <li>• Subtopics: 3, clearly related to the main idea</li> <li>• Supporting sentences: 6 or more, consistently connected to subtopics</li> <li>• Vocabulary: ≥25% CEFR B2 specific words; ≥85% correct use</li> <li>• Grammar: 0-2 grammatical error</li> </ul>	<b>Individual writing test</b> <ul style="list-style-type: none"> <li>• Topic sentence: clear but basic</li> <li>• Subtopics: 2, mostly related to the main idea</li> <li>• Supporting sentences: 4-6, mostly connected to subtopics</li> <li>• Vocabulary: 20-24% CEFR B2 specific words; 70-84% correct use</li> <li>• Grammar: 3-4 grammatical error topics (e.g., tense,</li> </ul>	<b>Individual writing test</b> <ul style="list-style-type: none"> <li>• Topic sentence: unclear or vague</li> <li>• Subtopics: 1, partly related</li> <li>• Supporting sentences: 2-3, limited or repetitive</li> <li>• Vocabulary: 15-19% CEFR B2 specific words; 50-69% correct use</li> <li>• Grammar: 5-6 grammatical error topics (e.g., tense, subject-verb agreement,</li> </ul>	<b>Individual writing test</b> <ul style="list-style-type: none"> <li>• Topic sentence: none or not identifiable</li> <li>• Subtopics: 0 or unrelated</li> <li>• Supporting sentences: fewer than 2</li> <li>• Vocabulary: &lt;15% CEFR B2 specific words; &lt;50% correct use</li> <li>• Grammar: 7 or more grammatical error topics (e.g., tense, subject-verb agreement, articles, prepositions, passive</li> </ul>

Assessment Activities	Learning Outcomes	Value	Level			
			4 (Excellent)	3 (Good)	2 (Fair)	1 (Poor)
			topics (e.g., tense, subject-verb agreement, articles, prepositions, passive voice, word form, run-on, fragments) <ul style="list-style-type: none"> <li>• Mechanics: 0–1 error topics (e.g., spelling, punctuation, capitalization, spacing, paragraphing, formatting, coherence signals, consistency)</li> <li>• Coherence signals: 3 or more, correct (e.g., <i>first, then, after that, finally, on the other hand, in conclusion</i>)</li> </ul>	subject-verb agreement, articles, prepositions, passive voice, word form, run-on, fragments) <ul style="list-style-type: none"> <li>• Mechanics: 2 error topics (e.g., spelling, punctuation, capitalization, spacing, paragraphing, formatting, coherence signals, consistency)</li> <li>• Coherence signals: at least 2, partly correct (e.g., <i>first, then, after that, finally, on the other hand, in conclusion</i>)</li> </ul>	articles, prepositions, passive voice, word form, run-on, fragments) <ul style="list-style-type: none"> <li>• Mechanics: 3 error topics (e.g., spelling, punctuation, capitalization, spacing, paragraphing, formatting, coherence signals, consistency)</li> <li>• Coherence signals: 1 or fewer, limited or inaccurate (e.g., <i>first, then, after that, finally, on the other hand, in conclusion</i>)</li> </ul>	voice, word form, run-on, fragments) <ul style="list-style-type: none"> <li>• Mechanics: 4 or more error topics (e.g., spelling, punctuation, capitalization, spacing, paragraphing, formatting, coherence signals, consistency)</li> <li>• Coherence signals: none or all incorrect (e.g., <i>first, then, after that, finally, on the other hand, in conclusion</i>)</li> </ul>
	GE-LO 3	1	<b>Group speaking test</b> <ul style="list-style-type: none"> <li>• Fluency: speaks with relative ease on familiar topics; maintains flow despite some hesitation</li> <li>• Range: adequate vocabulary and grammar to talk about everyday subjects,</li> </ul>	<b>Group speaking test</b> <ul style="list-style-type: none"> <li>• Fluency: some hesitation and pauses but can produce short stretches of connected speech</li> <li>• Range: limited but sufficient vocabulary and grammar for</li> </ul>	<b>Group speaking test</b> <ul style="list-style-type: none"> <li>• Fluency: speech slow and halting; ideas often disconnected</li> <li>• Range: very limited vocabulary and grammar; relies on memorized or repeated phrases</li> </ul>	<b>Group speaking test</b> <ul style="list-style-type: none"> <li>• Fluency: very slow, long pauses; cannot maintain speech beyond isolated words</li> <li>• Range: extremely limited vocabulary and grammar; formulaic expressions only</li> </ul>

Assessment Activities	Learning Outcomes	Value	Level			
			4 (Excellent)	3 (Good)	2 (Fair)	1 (Poor)
			experiences, and opinions • Accuracy: generally clear meaning; errors occur but rarely cause misunderstanding • Pronunciation: mostly clear and intelligible; occasional lapses do not hinder understanding • Interaction: initiates, maintains, and responds in conversation; can extend discussion with some support	routine tasks and personal topics • Accuracy: frequent errors but meaning usually clear with effort from the listener • Pronunciation: understandable most of the time; occasional strain for the listener • Interaction: responds and asks simple questions; can take part in short exchanges	• Accuracy: errors frequent and sometimes obscure meaning • Pronunciation: generally understandable with effort but often unclear • Interaction: answers simple questions and gives very short responses; rarely initiates	• Accuracy: errors constant and prevent understanding • Pronunciation: difficult to understand much of the time • Interaction: cannot maintain conversation; responds only with isolated words or phrases
<b>6. Writing &amp; Speaking test (Unit 4)</b> (8 scores)	GE-LO 9	1	<b>Individual writing test</b> • Topic sentence: clear and directly states the main idea • Subtopics: 3, clearly related to the main idea • Supporting sentences: 6 or more, consistently connected to subtopics	<b>Individual writing test</b> • Topic sentence: clear but basic • Subtopics: 2, mostly related to the main idea • Supporting sentences: 4–6, mostly connected to subtopics • Vocabulary: 20–24% CEFR B2 specific words; 70–84% correct use	<b>Individual writing test</b> • Topic sentence: unclear or vague • Subtopics: 1, partly related • Supporting sentences: 2–3, limited or repetitive • Vocabulary: 15–19% CEFR B2 specific words; 50–69% correct use	<b>Individual writing test</b> • Topic sentence: none or not identifiable • Subtopics: 0 or unrelated • Supporting sentences: fewer than 2 • Vocabulary: <15% CEFR B2 specific words; <50% correct use • Grammar: 7 or more grammatical error topics

Assessment Activities	Learning Outcomes	Value	Level			
			4 (Excellent)	3 (Good)	2 (Fair)	1 (Poor)
			<ul style="list-style-type: none"> <li>• Vocabulary: ≥25% CEFR B2 specific words; ≥85% correct use</li> <li>• Grammar: 0–2 grammatical error topics (e.g., tense, subject–verb agreement, articles, prepositions, passive voice, word form, run-on, fragments)</li> <li>• Mechanics: 0–1 error topics (e.g., spelling, punctuation, capitalization, spacing, paragraphing, formatting, coherence signals, consistency)</li> <li>• Coherence signals: 3 or more, correct (e.g., <i>first, then, after that, finally, on the other hand, in conclusion</i>)</li> </ul>	<ul style="list-style-type: none"> <li>• Grammar: 3–4 grammatical error topics (e.g., tense, subject–verb agreement, articles, prepositions, passive voice, word form, run-on, fragments)</li> <li>• Mechanics: 2 error topics (e.g., spelling, punctuation, capitalization, spacing, paragraphing, formatting, coherence signals, consistency)</li> <li>• Coherence signals: at least 2, partly correct (e.g., <i>first, then, after that, finally, on the other hand, in conclusion</i>)</li> </ul>	<ul style="list-style-type: none"> <li>• Grammar: 5–6 grammatical error topics (e.g., tense, subject–verb agreement, articles, prepositions, passive voice, word form, run-on, fragments)</li> <li>• Mechanics: 3 error topics (e.g., spelling, punctuation, capitalization, spacing, paragraphing, formatting, coherence signals, consistency)</li> <li>• Coherence signals: 1 or fewer, limited or inaccurate (e.g., <i>first, then, after that, finally, on the other hand, in conclusion</i>)</li> </ul>	<ul style="list-style-type: none"> <li>(e.g., tense, subject–verb agreement, articles, prepositions, passive voice, word form, run-on, fragments)</li> <li>• Mechanics: 4 or more error topics (e.g., spelling, punctuation, capitalization, spacing, paragraphing, formatting, coherence signals, consistency)</li> <li>• Coherence signals: none or all incorrect (e.g., <i>first, then, after that, finally, on the other hand, in conclusion</i>)</li> </ul>
	GE-LO 3	1	<b>Group speaking test</b> <ul style="list-style-type: none"> <li>• Fluency: speaks with relative ease on familiar topics; maintains flow despite some hesitation</li> <li>• Range: adequate vocabulary and</li> </ul>	<b>Group speaking test</b> <ul style="list-style-type: none"> <li>• Fluency: some hesitation and pauses but can produce short stretches of connected speech</li> </ul>	<b>Group speaking test</b> <ul style="list-style-type: none"> <li>• Fluency: speech slow and halting; ideas often disconnected</li> <li>• Range: very limited vocabulary and grammar; relies on</li> </ul>	<b>Group speaking test</b> <ul style="list-style-type: none"> <li>• Fluency: very slow, long pauses; cannot maintain speech beyond isolated words</li> <li>• Range: extremely limited vocabulary and grammar;</li> </ul>



Assessment Activities	Learning Outcomes	Value	Level			
			4 (Excellent)	3 (Good)	2 (Fair)	1 (Poor)
			grammar to talk about everyday subjects, experiences, and opinions • Accuracy: generally clear meaning; errors occur but rarely cause misunderstanding • Pronunciation: mostly clear and intelligible; occasional lapses do not hinder understanding • Interaction: initiates, maintains, and responds in conversation; can extend discussion with some support	• Range: limited but sufficient vocabulary and grammar for routine tasks and personal topics • Accuracy: frequent errors but meaning usually clear with effort from the listener • Pronunciation: understandable most of the time; occasional strain for the listener • Interaction: responds and asks simple questions; can take part in short exchanges	memorized or repeated phrases • Accuracy: errors frequent and sometimes obscure meaning • Pronunciation: generally understandable with effort but often unclear • Interaction: answers simple questions and gives very short responses; rarely initiates	formulaic expressions only • Accuracy: errors constant and prevent understanding • Pronunciation: difficult to understand much of the time • Interaction: cannot maintain conversation; responds only with isolated words or phrases
<b>7. CEFR Proficiency Test</b> (24 scores) <b>No show = 0 and fail the course</b>	GE-LO-1	3	B2 and above	B1	A2	A1
	GE-LO-5	2				
	GE-LO-6	1				