

GENERAL EDUCATION, KMITL

COURSE SYLLABUS

Course Code	96644010	Course Title	Development of Reading and Writing Skills				
Total Credits	3	Semester / Year of Study	1/2569	Section		Date- Time	Thursdays 13:00 – 16:00
Course Description (English)	Study effective reading techniques in English relevant to reading for the main idea, newspaper reading, reading for translation, writing skills development in English focusing on accuracy in both language forms and grammar beneficial to careers and academic purposes such as writing application letters, filling application forms, writing reports, etc.						
Course Coordinator	-						
Course Instructor	Pipat Peerayawattana						
Counselling Schedule	By appointment only			Teaching Language	☐ Thai ☒ English ☐ Others, please specify.....		
Main Communication Channel	MS Teams						

Course Learning Outcome

By the end of the course, students will be able to

1. apply active reading strategies to comprehend various texts,
2. identify main ideas, supporting details, and rhetorical patterns in reading materials,
3. summarize and paraphrase texts accurately,
4. organize ideas into structured (cause-effect and problem-solution) paragraphs,
5. write clear thesis statements and develop ideas with appropriate support and transitions, and
6. proofread writing for grammar, vocabulary, coherence, and style.

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

Career Readiness Modules	
☒ Employee	☒ Self-employed
☒ Business Owner	☒ Investor
☐ None	

Teaching Plan and Evaluation Plan

Week	Topics	Reading Focus	Writing Focus	Activities/Assignments
Week 1 July 2	Course Introduction	Fundamental reading skills Fiction vs Non-fiction Fact vs Opinion	The Rhetorical Triangle and Communication	In-class activities
Week 2 July 9	The Fundamentals of Reading and Writing	Reading, skimming, and scanning	Sentence types, transitions and punctuations in writing	In-class activities
Week 3 July 16		Reading for main ideas and identifying POVs	From sentences to a paragraph	In-class activities
Week 4 July 24		Meaning in context	Topic sentences and supporting details	In-class activities
Week 5 July 30		Making inference	Paragraph unity and coherence	Analyzing sample paragraphs (ONLINE)
Week 6 Aug 6	Active Reading and Paragraph Writing	Reading Emails	Opinion paragraph Part 1	Analyzing sample paragraphs
Week 7 Aug 13		Reading Resumes	Opinion paragraph Part 2	Writing Quiz 1: Opinion Paragraph (Pair-work)
Week 9 Aug 27		Reading Job Ads	Cause-Effect paragraph	Analyzing sample paragraphs

Week	Topics	Reading Focus	Writing Focus	Activities/Assignments
Week 10 Sep 3	Active Reading and Paragraph Writing (continue)	ลาตกระบังนัทรศน์ ¹		
Week 11 Sep 10		Reading Announcements Reading Online Reviews	Problem-Solution Paragraph Part 1	Analyzing sample paragraphs
Week 12 Sep 17		Reading News	Problem-Solution Paragraph Part 2	
Week 13 Sep 24	Academic Reading and Writing	Writing features: General writing vs Academic writing	Writing a summary, paraphrase, and plagiarism Part 1	Writing Quiz 2: Problem- Solution Paragraph (Pair- work)
Week 14 Oct 1		Using a dictionary and building academic vocabulary	Writing a summary, paraphrase, and plagiarism Part 2	Group Integrated Reading-Writing Workshop: Writing Summary
Week 15 Oct 8		Learning RW with AI	Editing and Proofreading	Course wrap-up
Oct 15 - Bangkok WFH holidays				
Week 16	Individual Writing Feedback			

Evaluation Plan

Activities	Value	Full Score	Week of Evaluation	Details									
Class Attendance and Active Participation	2	8	3-16	All students are expected to punctually attend every scheduled class meeting. <table><tr><td>13:00 – 13:15</td><td>Roll call (Present)</td><td>1 point</td></tr><tr><td>13:15 – 13:30</td><td>Late</td><td>0.5 point</td></tr><tr><td>After 13:30</td><td>Absent</td><td>0 point</td></tr></table> - <u>Absent</u> means you earn a 0 for both attendance and participation for that session. - <u>Full attendance</u> means you are both physically and mentally in class. Your class participation must align with your class attendance. Participation means the completion of <u>ALL</u> in-class activities in that session. Your attendance will not be taken during the first two weeks of the course. You are allowed to take <u>ONE</u> leave of absence during the semester (aka a get-out-of-jail free card) without it affecting your score.	13:00 – 13:15	Roll call (Present)	1 point	13:15 – 13:30	Late	0.5 point	After 13:30	Absent	0 point
13:00 – 13:15	Roll call (Present)	1 point											
13:15 – 13:30	Late	0.5 point											
After 13:30	Absent	0 point											

¹ details TBA

Weekly Reading Responses	4	16	3-16	During the semester, students are required to complete THREE weekly reading responses where they have to read a text and respond to it with their thoughts in a form of a well-organized paragraph. Students self-evaluate (on a scale of 1 to 5) how much AI has influenced their writing. For marking rubric, please see below.
Group Integrated Reading-Writing Workshop: Writing Summary	2	8	14	In groups of 2 or 3, students read a given text, discuss, and respond to it in writing. Students self-evaluate (on a scale of 1 to 5) how much AI has influenced their writing.
Writing Quiz 1: Argumentative Paragraph	3	12	7	Students compose a meaningful paragraph (200 words or above) responding to a prompt of their choice with their own ideas within 1 hour during class time. This is a handwritten assignment. Students self-evaluate (on a scale of 1 to 5) how much AI has influenced their writing.
Writing Quiz 2: Problem-Solution Paragraph	3	12	13	Students compose a meaningful paragraph (200 words or above) responding to a prompt of their choice with their own ideas within 1 hour during class time. This is a handwritten assignment. Students self-evaluate (on a scale of 1 to 5) how much AI has influenced their writing.
Individual writing feedback	1	4	16	Students, in sequence and within designated time, approach the instructor individually with feedback and questions about their writing pieces.
Total	15	60		

*No midterm and final written examination.

Evaluation criteria

☒ Group-based								
☐ Standard-based								
Grade	A	B+	B	C+	C	D+	D	F
Score (60 points)								
☐ Satisfactory/Unsatisfactory (S/U)								
Grade	S				U			
Score (60 points)	30-60				0-29.9			

เกณฑ์การให้คะแนนตามผลการเรียนรู้

กิจกรรมการวัดผล	ทักษะ	ค่าน้ำหนัก	ระดับคะแนน			
			Excellent	Very Good	Good	Need Adjustments
1. Punctual Attendance and Active Participation	GE-LO 6	2	See Class Attendance and Active Participation under Evaluation Plan			

กิจกรรมการวัดผล	ทักษะ	ค่าน้ำหนัก	ระดับคะแนน			
			Excellent	Very Good	Good	Need Adjustments
2. Weekly Reading Responses	GE-LO 6	1	See scoring criteria below			
	GE-LO 9	3				
3. Group Integrated Reading-Writing Workshop: Writing Summary	GE-LO 9	2	See scoring criteria below			
4. Writing Quiz 1	GE-LO 3	1	See scoring criteria below			
	GE-LO 9	2	See scoring criteria below			
5. Writing Quiz 2	GE-LO 3	1	See scoring criteria below			
	GE-LO 9	2				
6. Individual writing feedback	GE-LO 6	1	See scoring criteria below			
TOTAL		15				

Scoring criteria according to Assessment Plan

Assessment Activities	Learning Outcomes	Value	Level			
			4 (Excellent)	3 (Good)	2 (Fair)	1 (Poor)
Attendance and Participation	GE-LO 6	2	Attend 95% of classes.	Attend 75% but below 95% of classes.	Attend 50% but below 75% of classes.	Attend less than 50% of classes.
Weekly Reading Responses	GE-LO 6	1	Completed THREE reading responses.	Completed TWO reading responses.	Completed ONE reading responses.	Completed NONE of the reading responses.
	GE-LO 9	3	The response shows the writer's clear understanding of the given text and conveys the writer's clear standpoint with support from the text.	The response shows the writer's somewhat clear understanding of the given text and conveys the writer's clear standpoint with support from the text but with personal opinions.	The response does not show the writer's clear understanding of the given text and the writer's standpoint is unclear and/or supported mainly with personal opinions.	The writing is partly or entirely generated by AI tools.
Group Integrated Reading-Writing Workshop: Writing Summary	GE-LO 9	2	The response shows the writers' clear understanding of the given text. All components of an effective summary are present. AND The writing is well-organized with appropriate cohesive devices. Only minor grammatical and vocabulary errors are present.	The response shows the writers' somewhat clear understanding of the given text. All components of an effective summary are present. AND The writing is well-organized but some parts are unclear in meaning with appropriate cohesive devices. Only minor grammatical and vocabulary errors are present.	The response does not show the writers' clear understanding of the given text. Only some components of an effective summary are present. AND/OR The writing is well-organized but some parts are unclear in meaning with somewhat appropriate cohesive devices. There are many grammatical and vocabulary errors.	The response does not show the writers' clear understanding of the given text. Many components of an effective summary are missing. AND/OR The writing is not well-organized AND/OR some parts are unclear in meaning with inappropriate cohesive devices. There are many grammatical and vocabulary errors.
Writing Quiz 1 (Argumentative Paragraph)	GE-LO 3	1	The writing shows originality.	The writing is less than 50% generated by AI but not entirely original.	The writing is 50% to 75% generated by AI.	The writing is more than 75% generated by AI tools.
	GE-LO 9	2	All components of an effective opinion paragraph are present. AND The writing is well-organized and clearly elaborated with appropriate cohesive devices. Only minor grammatical and vocabulary errors are present.	All components of an effective opinion paragraph are present. AND The writing is well-organized but some parts could have been elaborated more with appropriate cohesive devices. There are repeated grammatical and vocabulary errors.	Only some components of an effective opinion paragraph are present. AND/OR The writing is well-organized but some parts could have been elaborated more with somewhat appropriate cohesive devices. There are many grammatical and vocabulary errors.	Many components of an effective opinion paragraph are missing. AND/OR The writing is not well-organized AND/OR some parts could have been elaborated more with appropriate cohesive devices. There are many grammatical and vocabulary errors.

Assessment Activities	Learning Outcomes	Value	Level			
			4 (Excellent)	3 (Good)	2 (Fair)	1 (Poor)
Writing Quiz 2 (Problem-Solution Paragraph)	GE-LO 3	1	The writing shows originality.	The writing is less than 50% generated by AI but not entirely original.	The writing is 50% to 75% generated by AI.	The writing is more than 75% generated by AI tools.
	GE-LO 9	2	All components of an effective opinion paragraph are present. AND The writing is well-organized and clearly elaborated with appropriate cohesive devices. Only minor grammatical and vocabulary errors are present.	All components of an effective opinion paragraph are present. AND The writing is well-organized but some parts could have been elaborated more with appropriate cohesive devices. There are repeated grammatical and vocabulary errors.	Only some components of an effective opinion paragraph are present. AND/OR The writing is well-organized but some parts could have been elaborated more with somewhat appropriate cohesive devices. There are many grammatical and vocabulary errors.	Many components of an effective opinion paragraph are missing. AND/OR The writing is not well-organized AND/OR some parts could have been elaborated more with appropriate cohesive devices. There are many grammatical and vocabulary errors.
Individual Writing Feedback	GE-LO 6	1	The student attends the feedback session and provides <u>THREE</u> correct answers.	The student attends the feedback session and provides <u>TWO</u> correct answers.	The student attends the feedback session and provides <u>ONE</u> correct answer.	The student does not attend the feedback session AND/OR provides <u>ZERO</u> correct answer.

Please sign your name on this line and submit the signed document to your professor to certify that you have acknowledged the information above and will act accordingly.