

# GENERAL EDUCATION, KMITL

## COURSE SYLLABUS

Course Code	96644013	Course Title	English for Communicative Writing				
Total Credits	3 (3-0)	Semester / Year of Study		Section		Date- Time	
Course Description (English)	A study and effective practice in English communicative writing in various contexts, focusing on letters, reports, instructions, manuals, and a description of things, places, and events.						
Course Coordinator	Dr. Tanassanee Jitpanich						
Course Instructor	Dr. Tanassanee Jitpanich						
Teaching Assistant (if any)	-						
Counselling Schedule	Group Chat on the Line Application Monday - Friday from 8:30 to 19:30			Teaching Language	<input type="checkbox"/> Thai <input checked="" type="checkbox"/> English <input type="checkbox"/> Others, please specify.....		
Website or Online Teaching Method (if any)	Microsoft Teams						
<b>Course Learning Outcomes</b>							
CLO-1: Students will be able to write texts effectively based on the principles of clear and concise writing for effective written communication. CLO-2: Students will be able to compose emails in English, demonstrating the appropriate pattern, language use, and writing style. CLO-3: Students will be able to compose letters in English, following the proper format suitable for the target audience and communicative purpose. CLO-4: Students will be able to compose progress reports in English, demonstrating the appropriate pattern, language use, and writing style. CLO-5: Students will be able to compose descriptions of places, events and people in English, demonstrating the appropriate pattern, language use, and writing style. CLO-6: Students will be able to analyze their strengths and improvement areas as writers based on various sources of feedback in order to revise and improve their texts.							

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

#### Teaching Plan and Evaluation Plan

Week	Topic/Sub-topic	Activities
1	Course introduction and ice-breaking session	Lecture and ice-breaking activities
2	Unit 1: Principles of professional business writing	Lecture, discussions and activities
3	Unit 1: Principles of professional business writing Unit 2: Writing letters	Lecture, discussions and activities
4	Unit 2: Writing letters	Lecture, discussions and activities
5	Quiz 1: (Units 1-2)	Quiz
6	<b>Online Make-Up on Saturday, Jan 10, 2026</b>	-
7	Unit 3: Writing emails providing information	Lecture, discussions and activities
<b>Make-Up</b>	Unit 3: Writing emails providing information	Lecture, discussions and activities
8	Unit 3: Writing emails providing information	Lecture and language exercises
9	In-class assignment 1: Writing an email (Pair Work) Peer-review activities	collaborative writing activities
10	Unit 4: Writing progress reports	Lecture, discussions and activities
11	Unit 4: Writing progress reports	Lecture, discussions and activities
12	Unit 4: Writing progress reports	Lecture, discussions and activities
13	In-class assignment 2: Writing a progress report (individual work) Peer-review	Peer-review activities and a quiz
14	Quiz 2: Units 3-4	Quiz
15	Course wrap-up	Wrap-up activities

## Evaluation Plan

Assessment Activities	Value	Score	Week of Evaluation	Notes
1. Attendance and punctuality	1	4	1 to 15	<ul style="list-style-type: none"> <li>- Punctuality is strictly enforced; students must arrive no later than 13.10.</li> <li>- More than two instances of tardiness will result in a point deduction.</li> <li>- Exceeding three absences will lead to a failing grade for the course.</li> <li>- Sick leaves will only be approved upon submission of a medical certificate from a hospital or a clinic.</li> </ul>
2. Participation	1	4	5 to 15	
3. Quizzes	6	24	5 and 14	- Students will complete two quizzes, focusing on both writing proficiency and grammatical accuracy.
4. Peer-review activities	2	8	9 and 13	- Upon completion of each writing assignment, students are required to participate in peer-review activities.
5. In-class writing assignments	5	20	9 and 13	<ul style="list-style-type: none"> <li>- Assignment 1: Writing an email – Collaborative writing task</li> <li>- Assignment 2: Writing a progress report – Independent writing task</li> <li>-Points will be deducted for late submissions.</li> </ul>
Total	15	60		

## Evaluation criteria

<input checked="" type="checkbox"/> Group-based								
<input type="checkbox"/> Standard-based								
Grade	A	B+	B	C+	C	D+	D	F
Score (60 points)	57-60	49-56.9	41-48.9	34-40.9	27-33.9	21-26.9	15-20.9	0-14.9
<input 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 and punctuality	GE-LO 5	1	Students are always punctual, with no more than two instances of lateness.	Students are punctual, with no more than three instances of lateness.	Students are somewhat punctual, with no more than five instances of lateness.	Students are not punctual, with more than six instances of lateness.
2. Participation	GE-LO 6	1	Students participate in classroom activities with the score record of more than 100 points throughout the semester.	Students participate in classroom activities with the score record of more than 80 points throughout the semester.	Students participate in classroom activities with the score record of more than 60 points throughout the semester.	Students participate in classroom activities with the score record of less than 59 points throughout the semester.
3. Quizzes	GE-LO 1	6	The raw score is divided by three. $72/3 = 24$			
4. Peer-review activities	GE-LO 1	1	Feedback is consistently of exceptional quality, highly specific, insightful, and actionable, reflecting a deep understanding of both writing principles and the reviewed work.	Feedback is generally of good quality, specific, and constructive, showing a solid understanding of writing principles, though occasional depth or insight may be lacking.	Feedback is often general or vague, lacking specificity or depth, and demonstrates a limited understanding of either writing principles or the reviewed work's nuances.	Feedback is minimal, irrelevant, or absent, and when provided, it critically lacks specificity, depth, and constructive value.
	GE-LO 4	1	Students consistently demonstrate the ability to collaborate effectively with	Students inconsistently work collaboratively with peers and	Students demonstrate minimal engagement in collaborative work or	Students failed to participate in the peer-review process or

Assessment Activities	Learning Outcomes	Value	Level			
			4 (Excellent)	3 (Good)	2 (Fair)	1 (Poor)
			peers in both providing and receiving feedback during the two designated activities.	provide/receive feedback, often requiring guidance	the peer-review process during the two designated activities.	engaged in only one of the two designated activities."
5. In-class writing assignments	GE-LO 1	3	Students are able to effectively analyze and identify all of the key details from the writing scenario in order to include the key details in their texts.	Students are able to analyze and identify the key details from the writing scenario and include the majority of the key details in their texts.	Students are able to analyze and identify some of the key details from the writing scenario and include some key details in their texts.	Students are unable to analyze and identify the key details from the writing scenario and fail to include the key details in their texts.
	GE-LO 3	1	Students are able to add plenty of additional details to elaborate on the key details provided in the writing scenario.	Students are able to add some additional details to elaborate on the key details provided in the writing scenario.	Students are able to add a few additional details to elaborate on the key details provided in the writing scenario.	Students are unable to add additional details to elaborate on the key details provided in the writing scenario.
	GE-LO 9	1	Students are capable of using English to deliver clear and effective messages based on the intended communicative purposes in the written form.	Students are capable of using English to deliver somewhat clear and effective messages based on the intended communicative purposes in the written form.	Students are capable of using English to deliver messages based on the communicative purposes in the written form. However, the messages are not clear and effective.	Students are not capable of using English to deliver clear and effective messages based on the intended communicative purposes in the written form.