

GENERAL EDUCATION, KMITL

COURSE SYLLABUS

Course Code	96644025	Course Title	English for Architectural Arts & Design Communication				
Total Credits	3(3-0-6)	Semester / Year of Study	1/2026	Section	201	Date- Time	Thursday 13:00-16:00
		Location	School of Architecture, Art and Design Main Lecture Building, 3 rd Floor, Room 313				
Course Description (English)	Study meanings and structure of English language for communication, reading to support on architectural English presentation.						
Course Coordinator	Associate Professor Dr. Disaya Chudasri						
Course Instructors	Associate Professor Dr. Disaya Chudasri						
Teaching Assistant (if any)	-						
Counselling Schedule	Group Chat via Line Application Monday - Friday from 8:30 to 21:00			Teaching Language	☐ Thai ☒ English ☐ Others, please specify.....		
Website or Online Teaching Method (if any)	Google Drive: T_Eng for Arch > For students https://drive.google.com/drive/folders/1Z2bLOb9r4Lkqo_gDy6plnDegbbyo5aEj?usp=sharing						
Course Learning Outcomes							
By the end of this course, students will be able to: CLO-1. Identify the selected contents in relation to the structure of English language, along with other aspects, such as the importance of topic, main themes, critical issues, relationships, principles, problematic information, or ambiguous situations (<i>Analytical and Critical Thinking</i>) CLO-2. Come up with alternative ways to manage and synthesis complex contents for short presentation (<i>Complex Problem solving</i>) CLO-3. Demonstrate abilities to create content relevant to a given topic, and communicate it in forms of written and visual information (<i>Creativity</i>) CLO-4. Demonstrate abilities that enable effective communication and collaboration with others in the classroom environment and groupwork (<i>Interpersonal Skills</i>) CLO-6. Actively participate in the classroom and complete assignments in due time (<i>Active Learning and Learning Strategies</i>) CLO-9. Effectively present and explain their ideas on the given assignments or projects (<i>communication</i>)							

General Education Learning Outcome: GE-LO		
GE-LO		Value
Problem-solving	☒ GE-LO-1 Analytical and Critical Thinking	3.5
	☒ GE-LO-2 Complex Problem Solving	1
	☒ GE-LO-3 Creativity	1.5
Self-management	☒ GE-LO-4 Interpersonal Skills	1.5
	☐ GE-LO-5 Integrity and Perseverance	
	☒ GE-LO-6 Active Learning and Learning Strategies	3
	☐ GE-LO-7 Resilience, Stress Tolerance and Flexibility	
Working with people	☐ GE-LO-8 Leadership and Social Influence	
	☒ GE-LO-9 Communication	4.5
	☐ GE-LO-10 Entrepreneurship and Startup	
Digital literacy	☐ GE-LO-11 Digital Quotient Literacy and Digital Media Production	
Total Value		<u>15</u>

Teaching Plan and Evaluation Plan

Based on the Office of General Education* at KMITL, teaching plan is designed to develop students' soft skills. Evaluations are based on students' participation and levels of achievement on assignments. Evaluation of each assignment is based on levels of skills (score between 1–4) multiplied by value of such assignment (e.g., value 1–5).

Week	Dates (1pm-4pm)	Topics	Activities	Scores from main assignments
1	2 JUL 2026	- Course introduction - The vocabulary of form and space - Get to know students	Lectures, Q&A, descriptions, discussions	
2	9 JUL 2026	- The vocabulary of design principles (case of famous buildings)	Lectures, watching videos, short oral descriptions, summarizing	
3	16 JUL 2026	- The structure of English language and writing styles	Lectures, watching videos, short reading, quiz	Assignment 1: quiz (individual) (full score: 4)
4	23 JUL 2026	Historical examples of arts, architecture and aesthetics	- Lectures with case studies about ceramics - Reading about other materials, and summarizing key points	
5	30 JUL 2026 (วันเข้าพรรษา)	Online class* (a make-up class as requested by the Office of General Education at KMITL)	Students are assigned to read and search for information.	Not check attendance

Week	Dates (1pm-4pm)	Topics	Activities	Scores from main assignments
6	6 AUG 2026	Shape Grammar applications in architectural design (related to NLP: Natural Language Processing)	- Assignment brief, introduction to research articles - Reading an article, summarizing key points, explaining a selected shape grammar in relation to spatial design	Assignment 2: summarizing, explaining (pair work) (full score: 4)
7	13 AUG 2026	Ethics; Code of professional conduct and practice for architects - also, with examples about the use of written and visual information	Lectures, and group seminars	
17 – 23 August 2026: KMITL's midterm exam				
8	27 AUG 2026	<u>Content management</u> – From textual information to visual presentation	Session 1/3 – understanding the content and managing it - Assignment brief, including a scenario - Groupwork: selecting and rearranging information	Assignment 3: begins, submit work in progress
9	3 SEP 2026 (KMITL's Expo 2026)*	– Prepared for a 10-minute pitch of a conceptual project	Session 2/3 – visualizing information (can be assisted by hand-drawing, models, digital photos, or AI-generated apps) - Lectures, including ethical and legal concerns - Groupwork: creating diagrams and dramatic images	Submit work in progress
10	10 SEP 2026	– Based on a case study of GARUNA framework	Session 3/3 – visual and verbal communication - Group presentation - Q&A	Assignment 3: submit & present (full score: 12)
11	17 SEP 2026	<u>Content creation & storytelling</u>	Session 1/2 – Analyzing design briefs and a Call for Proposal (real case(s)), and writing a concept statement - Lectures, Q&A - Based on a selected topic, <i>every student</i> writes an abstract to communicate his/her idea for a project proposal	Assignment 4.1: begins. Every student must submit abstract, by 21 SEP, 4pm.
12	24 SEP 2026		Session 2/2 – Logical persuasion and synthesizing ideas for a group project – Narratives and storytelling for an architectural design project - Lectures - Group discussions and conceptualizing your group's idea for a project proposal, through mood board, captions, and verbal communication	Assignment 4.2: Every group must submit & present mood board in the classroom (full score: 8)

Week	Dates (1pm-4pm)	Topics		Activities	Scores from main assignments	
13	1 OCT 2026	<u>Final project – proposal, research & presentation</u>	Project brief for groupwork	- Q&A - Students set up groups, select a topic (choosing from set-topics) and conduct research.	Assignment 5 begins.	
14	8 OCT 2026		Group project – progress, i.e., research	- Students work on the group project and discuss their project progress with the instructor.	Assignment 5.1: group meeting (full score: 4)	
			No class on 15 OCT 2026*, as it is a public holiday for Bangkok.			
15	22 OCT 2026		Group project – final presentation	Group presentations, Q&A	Assignment 5.2: submit & present (every group) (full score: 16)	
26 October – 6 November 2026: KMITL’s final exam						

Evaluation Plan

Assessment Activities	Value	Full Score	Week of Evaluation	Remarks
Class attendance	1	4	Week 1 – 15	Students are expected to punctually attend this class, starting at 1pm. 1.00pm – 1.15pm: checking attendance After 1.15pm is late attendance. <u>After 1.30pm is an absent.</u> Absence means you earn zero (0) point for both attendance and participation for that session.
Active participation	2	8	Week 1 – 15	Participation means you actively participate and complete learning activities in that session.
Assignment 1: Quiz	1	4	Week 3	individual
Assignment 2: Summarizing & explaining	1	4	Week 5	pair work
Assignment 3: Content management	3	12	Week 9	group work
Assignment 4: Content creation & storytelling	2	8	Week 11	Individual inputs for group work (mood board & speaking)
Assignment 5.1: Project progress	1	4	Week 13 or 14	group work
Assignment 5.2: Final project presentation	4	16	Week 15	group work
Total	15	60		

Evaluation criteria

☐ Group-based								
☒ 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
☐ Satisfactory/Unsatisfactory (S/U)								
Grade	S				U			
Score (60 points)	30-60				0-29.9			

Scoring criteria according to Evaluation Plan

Assessment Activities	Learning Outcomes	Value	Skills levels			
			4 (Excellent)	3 (Good)	2 (Fair)	1 (Poor)
Class attendance* (Full score = 4)	GE-LO 6 (active learning & learning strategies)	1	The student attends the class 11–12 times (more than 90%).	The student attends the class 9–10 times (more than 75%, below 90%)	The student attends the class 7–8 times (more than 60%, below 75%)	The student attends the class less than 7 times (below 60%)
			<i>*The total count is 12 times, starting from Week 3. Noting that the instructor will not check attendance on Week 5 (30th July 2026).</i>			
Active participation (Full score = 8)	GE-LO 6 (active learning & learning strategies)	2	The student participates in the classroom and completes learning activities for 8 classes.	The student participates in the classroom and completes learning activities between 6–7 classes.	The student participates in the classroom and completes learning activities between 4–5 classes.	The student participates in the classroom and completes learning activities between 1–3 classes.
Assignment 1: Quiz (16 questions) (Full score = 4)	GE-LO 1 (analytical & critical thinking)	1	The student scores between 13–16 points.	The student scores between 9–12 points.	The student scores between 5–8 points.	The student scores between 0–4 points.
Assignment 2: Summarizing & explaining (Full score = 4)	GE-LO 1 (analytical & critical thinking)	1	Based on the given article/reading, students must summarize (notetaking) and explain (speaking) about the article, including three issues: 1) identify 4 key points of the article; 2) explain the relationship between shape grammar and language; and 3) describe the selected shape grammar in relation to spatial design.			
			The student completes both notetaking and speaking within a given time, identifies 4 key points and clearly explains their understanding to/ answers about shape grammar in relation to language and spatial design.	The student completes both notetaking and speaking within a given time, identifies only 3 key points, answers the other two issues, but needs to elaborate the answers in a more detailed way.	The student struggles to complete notetaking and speaking, identifies less than 3 key points, does not answer on one of the three issues, and needs to elaborate the answers in a more detailed way.	The student cannot demonstrate problem-solving abilities according to the rubric level 1–3.

Scoring criteria according to Evaluation Plan

Assessment Activities	Learning Outcomes	Value	Skills levels			
			4 (Excellent)	3 (Good)	2 (Fair)	1 (Poor)
Assignment 3: Content management (Full score = 12)	GE-LO 1 (analytical & critical thinking)	0.5	The student can identify key messages from a complex, textual information, creates a concise presentation with appealing narrative and visualisation relevant to the given theme, searches and selects tools/resources appropriate for visualizing information and presentation.	The student can identify key messages from a complex, textual information, creates a concise presentation relevant to the given theme, but a narrative and visual presentation need some improvements. The student also explains about tools/resources for visualizing information.	The student cannot clearly identify key messages from a complex, textual information and cannot create a concise presentation relevant to the given theme. A narrative and visual presentation need major improvements. The student also explains about tools/resources for visualizing information.	The student cannot demonstrate problem-solving abilities according to the rubric level 1–3.
	GE-LO 2 (complex problem solving)	0.5				
	GE-LO 3 (creativity)	0.5				
	GE-LO 4 (interpersonal skills)	0.5	The student can cooperate with others, adapt to changes, follow rules or group resolutions, carry out duties, admit the result of the group's actions, interact and respond to each other or communicate appropriately.	The student can cooperate with others, adapt to changes, follow rules or group resolutions, carry out duties, admit a result of the group's actions; but cannot interact and respond to each other or communicate appropriately.	The student can adequately cooperate with others and adapt to some changes; but cannot follow rules or group resolutions, carry out duties, admit a result of the group's actions, interact and respond to each other or communicate appropriately.	The student cannot demonstrate interpersonal management abilities according to the rubric level 1–3.
	GE-LO 9 (communication)	1	The group of students can verbally and visually present the project for exactly 10 minutes. The student can resolve the listeners' immediate questions or misunderstanding.	The group of students can verbally and visually present the project but spends less or more time than 10 minutes (appx. 8, 12). The student can partly resolve listeners' immediate questions or misunderstanding.	The group of students can verbally and visually present the project but spends much less or more time than 10 minutes (appx. 5, 15). The student cannot resolve listeners' immediate questions or misunderstanding.	The student cannot demonstrate effective communication abilities according to the rubric level 1–3.
Total value of ASM 3		3				

Scoring criteria according to Evaluation Plan

Assessment Activities	Learning Outcomes	Value	Skills levels			
			4 (Excellent)	3 (Good)	2 (Fair)	1 (Poor)
Assignment 4: Content creation & storytelling (Full score = 8)	GE-LO 3 (creativity)	0.5	Everyone in the group comes up with individual ideas for a project proposal, writes a concept statement (clear, understandable) <u>and submits it within due time.</u> The groupmates can create mood-boards and a narrative, which are appealing, logical and relevant, to support explanation about the group's concept.	Everyone in the group comes up with individual ideas for a project proposal, writes a concept statement (unclear at some points) <u>and submits it within due time.</u> The groupmates can create mood-boards and a narrative, to support explanation about the group's concept, but these need improvement.	Everyone in the group comes up with individual ideas for a project proposal, writes a concept statement (confusing, unclear) <u>and submits it within due time.</u> The groupmates can create mood-boards and a narrative, to support explanation about the group's concept, but these need major improvement.	Students cannot demonstrate problem-solving abilities according to the rubric level 1–3.
	GE-LO 4 (interpersonal skills)	0.5	The student adequately cooperates with groupmates, exchanges ideas, listens to each other, responds to or persuades and convinces the group appropriately, and carries out duties according to the team's agreement.	The student adequately cooperates with groupmates, exchanges ideas, listens to each other, carries out duties according to the team's agreement, but cannot interact or respond to/ persuade or convince the group appropriately or adequately.	The student cooperates with groupmates, listens to each other, but cannot exchange ideas or interact appropriately or adequately, and inadequately carries out duties according to the team's agreement.	Students cannot demonstrate interpersonal management abilities according to the rubric level 1–3.
	GE-LO 9 (communication)	1	The group of students completes a short presentation (verbally and visually) within a given time. The student uses mood-boards to support explanation and can resolve the listeners' immediate questions or misunderstanding.	The group of students completes a short presentation (verbally and visually) within a given time. The student uses mood-boards to support explanation and can partly resolve the listeners' immediate questions or misunderstanding.	The group of students completes a short presentation (verbally and visually) but it is too short or too much than a given time. The student uses mood-boards to support explanation but cannot resolve the listener's immediate questions or misunderstanding.	Students cannot demonstrate effective communication abilities according to the rubric level 1–3.
Total value of ASM 4		2				

Scoring criteria according to Evaluation Plan

Assessment Activities	Learning Outcomes	Value	Skills levels			
			4 (Excellent)	3 (Good)	2 (Fair)	1 (Poor)
Assignment 5.1: Project progress (Full score = 4)	GE-LO 4 (interpersonal skills)	0.5	The student adequately cooperates with groupmates, exchanges ideas within the group, listens to each other, identifies and carries out duties according to the team's agreement.	The student cooperates with groupmates, exchanges ideas within the group, listens to each other, identifies and carries out duties according to the team's agreement, but cannot interact appropriately or adequately.	The student cooperates with groupmates, listens to each other, but cannot exchange ideas or interact appropriately or adequately, and inadequately carries out duties according to the team's agreement.	The student cannot demonstrate interpersonal management abilities according to the rubric level 1–3.
	GE-LO 9 (communication)	0.5	The student can fluently explain the work in progress and provides with logical reasons, adequately and appropriately responds to and discusses with the instructors' immediate questions.	The student can explain the work in progress, but some supporting reasons need improvement. The student adequately and appropriately responds to and discusses with the instructors' immediate questions.	The student can explain the work in progress, but some supporting reasons need major improvement. The student inadequately and/or inappropriately responds to and discusses with the instructors' immediate questions.	The students cannot demonstrate effective communication abilities according to the rubric level 1–3.
Assignment 5.2: Final project presentation (Full score = 16)	GE-LO 1 (analytical & critical thinking)	1.0	The student completes all key requirements (see a written brief), identifies key concept, creates a presentation with appealing narrative and visualisation relevant to the given theme.	The student completes all key requirements (see a written brief), identifies key concept, creates a presentation with narrative and visualisation relevant to the given theme, but a narrative and visualization need improvement.	The student misses out some key requirements (see a written brief), identifies key concept, creates a presentation with narrative and visualisation relevant to the given theme, but a narrative and visualization need major improvement.	The student cannot demonstrate problem-solving abilities according to the rubric level 1–3.
	GE-LO 2 (complex problem solving)	0.5				
	GE-LO 3 (creativity)	0.5				
	GE-LO 9 (communication)	2	The group of students can verbally and visually present the project for exactly 10 minutes. The student can resolve the listeners' immediate questions or misunderstanding.	The group of students can verbally and visually present the project but spends less or more time than 10 minutes (appx. 8, 12). The student can partly resolve listeners' immediate questions or misunderstanding.	The group of students can verbally and visually present the project but spends much less or more time than 10 minutes (appx. 5, 15). The student cannot resolve listeners' immediate questions or misunderstanding.	The student cannot demonstrate effective communication abilities according to the rubric level 1–3.
Total value of ASM 5		5				