

GENERAL EDUCATION, KMITL

COURSE SYLLABUS

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|--|--|-----------------------------|---|----------------------|---|---------------|----------|
| Course Code | 96644042 | Course Title | Professional Communication and Presentation | | | | |
| Total Credits | 3-0 | Semester / Year of Study | 2024 | Section | 101,102,801 | Date- Time | 6-7-2024 |
| Course Description (English) | Develop media literacy skills, learn to analyze and evaluate situations and screen contents to get key points for presentation. Learn to select media for presentation. Learn proper verbal language and body language for each different content. | | | | | | |
| Course Coordinator | | | | | | | |
| Course Instructors | Dr. Andy Noces Cubalit | | | | | | |
| Teaching Assistant (if any) | N/A | | | | | | |
| Counselling Schedule | Wednesdays 13:00-16:00 by appointment | | | Teaching Language | <input type="checkbox"/> Thai <input checked="" type="checkbox"/> English <input type="checkbox"/> Others, please specify..... | | |
| Website or Online Teaching Method (if any) | Google Classroom | | | | | | |

Course Learning Outcome

1. speak English with greater confidence
2. describe, explain and discuss a range of professional topics in English
3. demonstrate the ability to understand and speak English at a CEFR level B2/C1

| General Education Learning Outcome: GE-LO | |
|--|--|
| GE-LO | Value |
| <input checked="" type="checkbox"/> GE-LO-1 Analytical and Critical Thinking | 2 |
| <input type="checkbox"/> GE-LO-2 Complex Problem Solving | |
| <input checked="" type="checkbox"/> GE-LO-3 Creativity | 3 |
| <input type="checkbox"/> GE-LO-4 Interpersonal Skills | |
| <input type="checkbox"/> GE-LO-5 Integrity and Perseverance | |
| <input checked="" type="checkbox"/> GE-LO-6 Active Learning and Learning Strategies | 4 |
| <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 | 6 |
| <input type="checkbox"/> GE-LO-10 Entrepreneurship and Startup | |
| <input type="checkbox"/> GE-LO-11 Digital Quotient Literacy and Digital Media Production | |
| Total Value | <u>15</u> |
| Career Readiness Modules | |
| <input checked="" type="checkbox"/> Employee | <input type="checkbox"/> Self-employed |
| <input checked="" type="checkbox"/> Business Owner | <input type="checkbox"/> Investor |
| | <input type="checkbox"/> None |

Teaching Plan and Evaluation Plan

| Week | Topic/Sub-topic | Activities | Notes |
|------|---|---|-------|
| 1 | Introduction, course overview, and student expectations | In class speaking; self-introduction | |
| 2 | Active listening | Watch and Listen to an advertisement. Group Discussion. Advertisement report. | |
| 3 | Writing and reporting a summary | Reading materials and writing summary. Summary Report. | |
| 4 | Technical Elements in Broadcasting | TV Live Broadcasting | |
| 5 | Reasons and Explanations | | |
| 6 | Writing Pros and Cons | Writing Pros and Cons (topics provided) | |
| 7 | Mid Term Quiz | Quiz 1 | |
| 8 | Opinions and attitude | Oral report on opinions and attitudes | |
| 9 | Habits and preferences | Talk show on habits and preferences | |
| 10 | Causes and Effects | Simple debate on cause and effect | |
| 11 | Thinking, Reasoning and Problem-solving | Group presentation | |
| 12 | Claims, Evidence and Reasoning | Movie Review presentation | |
| 13 | Final Presentation 1 | Individual presentation | |
| 14 | Final Presentation 2 | | |
| 15 | Final Quiz | Quiz 2 | |

Evaluation Plan

| Assessment Activities | Value | Score | Week of Evaluation | Notes |
|-----------------------|-------|-------|-----------------------|--|
| 1 In-class Assignment | 9 | 36 | Weeks 4,5,6,8,9,10,12 | Submit/do activities as assigned No submission/blank paper/plagiarism = 0 |
| 2 Presentation | 4 | 16 | Weeks 11,13,14 | Do presentation as assigned No presentation/blank paper/plagiarism = 0 |
| 3 Quiz | 2 | 8 | Weeks 7,15 | No Exam No grade Special Exam maybe given (check Uni policy) |
| | | | | |
| | | | | |
| Total | 15 | 60 | | |

Evaluation criteria

| | | | | | | | | |
|--|-------|---------|---------|---------|---------|---------|---------|--------|
| <input type="checkbox"/> Group-based | | | | | | | | |
| <input checked="" 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) |
| 1.1 TV Live Broadcasting | GE – LO 3 | 1 | <p>Student presents information in logical, interesting sequence which audience can follow. All of the 5W's (What, Where, Who, When, Why, possibly How) are answered.</p> <p>Student demonstrates full knowledge of the topic and engages the audience with enthusiasm.</p> <p>Student uses a clear voice and correct, precise pronunciation of terms. Student is enthusiastic. All viewing audience can hear without effort.</p> | <p>Student presents information in logical sequence which audience can follow. Four of the 5W's (What, Where, Who, When, Why, possibly How) are answered.</p> <p>Student is at ease with content and has an easy flow within the message.</p> <p>Student's voice is clear. Student pronounces most words correctly. Most audience members can hear with little effort.</p> | <p>Audience has difficulty following presentation because only three or less of the 5W's (What, Where, Who, When, Why, possibly How) are not answered. Student ideas jumps around.</p> <p>Student is uncomfortable with information.</p> <p>Student's voice is low. Student incorrectly pronounces terms. Audience members have difficulty hearing.</p> | <p>Audience cannot understand presentation because only one or two of the 5W's (What, Where, Who, When, Why, possibly How) are not answered. There is no sequence of information.</p> <p>Content is weak. Facts are inaccurate. Student should have research in more depth.</p> <p>Student mumbles, incorrectly pronounces terms, and speaks too quietly for viewing audience to hear.</p> |

| Assessment Activities | Learning Outcomes | Value | Level | | | |
|---------------------------|-------------------|-------|--|--|---|--|
| | | | 4 (Excellent) | 3 (Good) | 2 (Fair) | 1 (Poor) |
| | | | There were hardly any grammar / spelling errors (1-2). | There were few grammar / spelling errors (3-4) | There were many grammar / spelling errors (5-7) | There were numerous errors that made it difficult to understand (8-10) |
| 1.2 Writing pros and cons | GE – LO 6 | 2 | <p>The central purpose of the student work is clear and supporting ideas always are always well-focused. Details are relevant, enrich the work.</p> <p>Information and ideas are presented in a logical sequence which flows naturally and is engaging to the audience.</p> <p>Minimal to no distracting errors in grammar and spelling.</p> | <p>The central purpose of the student work is clear and ideas are almost always focused in a way that supports the thesis. Relevant details illustrate the author's ideas.</p> <p>Information and ideas are presented in a logical sequence which is followed by the reader with little or no difficulty.</p> <p>The readability of the work is only slightly interrupted by spelling and/or grammatical errors.</p> | <p>The central purpose of the student work is identified. Ideas are mostly focused in a way that supports the thesis.</p> <p>Information and ideas are presented in an order that the audience can mostly follow.</p> <p>Grammatical and/or spelling errors distract from the work.</p> | <p>The purpose of the student work is not well-defined. A number of central ideas do not support the thesis. Thoughts appear disconnected.</p> <p>Information and ideas are poorly sequenced. The audience has difficulty following the thread of thought.</p> <p>The readability of the work is seriously hampered by spelling and/or grammatical errors.</p> |

| Assessment Activities | Learning Outcomes | Value | Level | | | |
|---|-------------------|-------|--|--|---|--|
| | | | 4 (Excellent) | 3 (Good) | 2 (Fair) | 1 (Poor) |
| 1.3 Oral report on opinions and attitudes | GE – LO 9 | 2 | <p>Logical, interesting, clearly delineated themes and ideas.</p> <p>Relaxed, easy presentation with minimal hesitation. Clear, easy to understand. Frequent eye contact, readily engages audience.</p> <p>Well-versed in subject, responds to questions with further explanation.</p> | <p>Generally clear, overall easy for audience to follow.</p> <p>Generally comfortable appearance, occasional hesitation. Occasionally difficult to understand. Consistent eye contact, uses notes infrequently.</p> <p>Overall command of subject matter, responds to questions on a basic level</p> | <p>Overall organized but sequence is difficult to follow.</p> <p>Somewhat comfortable appearance, some hesitation. Audience must put forth effort to listen, poor pronunciation. Some eye contact, dependent on notes.</p> <p>Generally comfortable with material, able to answer most questions.</p> | <p>Difficult to follow, confusing sequence of information.</p> <p>Generally uncomfortable, difficulty with flow of presentation. Unclear, difficult to understand. Minimal eye contact, frequently using notes</p> <p>Basic understanding of material, but mastery not evident</p> |
| 3.1 Quiz 1 | GE – LO 1 | 1 | Got 55 - 60 score | Got 40 - 54 score | Got 30 -39 score | Got less than 30 score |
| 1.4 Talk show on habits and preferences | GE – LO 3 | 1 | <p>Consistently focuses on topic; provides much information on survey results;.</p> <p>Each group member assumes an active role in presentation;</p> | <p>General focus on topic; provides adequate information on survey results</p> <p>Each group member assumes an active</p> | <p>Moves away from focus; provides inadequate information on survey results</p> <p>Uneven participation by group members; 1- 2</p> | <p>Unfocused; little information about survey results is given</p> <p>Uneven participation by group members; some</p> |

| Assessment Activities | Learning Outcomes | Value | Level | | | |
|---------------------------------------|-------------------|-------|---|--|---|--|
| | | | 4 (Excellent) | 3 (Good) | 2 (Fair) | 1 (Poor) |
| | | | gives at least three pieces of information and asks all other talk-show participants for input | role, but 1-2 members dominate; gives at least two pieces of information and asks most of the other participants for input | members are mainly passive; member offers only one piece of information and asks only one other participant for input | do not participate; member neglects either to offer information or to elicit input from others |
| | | | New vocabulary is used often and appropriately; few or no syntactical errors; past tense forms are used correctly | Much new vocabulary is used, usually appropriately; some syntactical errors; past tense forms usually correct | Some new vocabulary is used, often appropriately; syntactical errors are common; past tense forms often incorrect | Little use of new vocabulary; what is used is often used inappropriately; many syntactical errors; past tense forms usually incorrect or missing |
| | | | Pronunciation and enunciation are level-appropriate | Always intelligible, although there are some accent and intonation lapses | Pronunciation or intonation problems partially impede comprehensibility | Very difficult to understand because of pronunciation or intonation problems |
| 1.5 Simple debate on cause and effect | GE – LO 3 | 1 | All information presented in this debate was clear, accurate and thorough | Statements and responses were respectful and used appropriate language, but once or twice | Most statements and responses were respectful and in appropriate language, but there was one sarcastic remark | Statements, responses and/or body language were borderline appropriate. Some sarcastic remarks |

| Assessment Activities | Learning Outcomes | Value | Level | | | |
|-----------------------|-------------------|-------|--|---|---|---|
| | | | 4 (Excellent) | 3 (Good) | 2 (Fair) | 1 (Poor) |
| | | | All counter-arguments were accurate, relevant and strong | body language was not Most information presented in this debate was clear, accurate and thorough | Most information presented in the debate was clear and accurate, but was not usually thorough | Some information was accurate, but there were some minor inaccuracies |
| | | | Every major point was well supported with several relevant facts, statistics and/or examples | Most counter-arguments were accurate, relevant, and strong | Most counter-arguments were accurate and relevant, but several were weak | Some counter-arguments were weak and irrelevant |
| | | | All arguments were clearly tied to an idea (premise) and organized in a tight, logical fashion | Every major point was adequately supported with relevant facts, statistics and/or examples. | Every major point was supported with facts, statistics and/or examples, but the relevance of some was questionable. | Most arguments were clearly tied to an idea (premise) and organized in a tight, logical fashion |
| | | | All arguments were clearly tied to an idea (premise) and | The team clearly understood the topic in depth and presented | The team seemed to understand the main points of the topic | The team seemed to understand the main |

| Assessment Activities | Learning Outcomes | Value | Level | | | |
|------------------------|-------------------|-------|--|---|---|---|
| | | | 4 (Excellent) | 3 (Good) | 2 (Fair) | 1 (Poor) |
| | | | organized in a tight, logical fashion | their information with ease | and presented those with ease | points of the topic, but didn't present with ease |
| 2.1 Group presentation | GE – LO 9 | 2 | <p>Presentation had an exceptional amount of valuable material and was extremely beneficial to the class.</p> <p>The teammates always worked from others' ideas. It was evident that all of the group members contributed equally to the presentation.</p> <p>The presentation was well organized, well prepared and easy to follow.</p> <p>Presenters were all very confident in delivery and</p> | <p>Presentation had a good amount of material and benefited the class.</p> <p>The teammates worked from others' ideas most of the time. And it seems like every did some work, but some people are carrying the presentation.</p> <p>The presentation had organizing ideas but could have been much stronger with better preparation.</p> <p>Presenters were occasionally</p> | <p>Presentation had moments where valuable material was present but as a whole content was lacking.</p> <p>The teammates sometimes worked from others' ideas. However it seems as though certain people did not do as much work as others.</p> <p>There were minimal signs of organization or preparation.</p> <p>Presenters were not consistent with the</p> | <p>Presentation contained little to no valuable material.</p> <p>The teammates never worked from others' ideas. It seems as though only a few people worked on the presentation.</p> <p>The presentation lacked organization and had little evidence of preparation.</p> <p>Presenters were unconfident and</p> |

| Assessment Activities | Learning Outcomes | Value | Level | | | |
|-----------------------|-------------------|-------|--|--|--|--|
| | | | 4 (Excellent) | 3 (Good) | 2 (Fair) | 1 (Poor) |
| | | | they did an excellent job of engaging the class. Preparation is very evident. | confident with their presentation however the presentation was not as engaging as it could have been for the class. | level of confidence/ preparedness they showed the classroom but had some strong moments. | demonstrated little evidence of planning prior to presentation. |
| 1.6 Movie Review | GE – LO 6 | 2 | <p>The narrative collects all the elements of this category to the highest level and reflects the narrative clear and comprehensive, which presents an overall compelling story.</p> <p>The directing style is clean, well-organized and presented in a creative and visual way. The character presentation and design support the overall narrative of the film and support the world for which the story is set in. All elements are</p> | <p>The narrative is accurate to the narrative, but some elements are hard to follow and required information is missing in the character development. The dialogue does not support the character</p> <p>The directing style is mostly neat and clean. It is presented in a logical manner and shows some degree of creativity and originality. The overall presentation is interesting.</p> | <p>The narrative supports the story development, but information is missing in character development and makes it hard to follow the character motivations.</p> <p>The directing style flows well with the narrative. Some tools are used to show acceptable understanding. Each character is represented and supports the narrative</p> | <p>The narrative is either questionable or incomplete. Information is not presented in a logical order, making it difficult to follow and comprehend the narrative.</p> <p>The directing style is presented unorganized. Visual elements are confusing to the narrative. Lacks character development and elements do not support the film narrative.</p> |

| Assessment Activities | Learning Outcomes | Value | Level | | | |
|-----------------------------|-------------------|-------|--|---|---|--|
| | | | 4 (Excellent) | 3 (Good) | 2 (Fair) | 1 (Poor) |
| | | | presented in an interesting and accurate manner. Minimal to no distracting errors in grammar and spelling. | The work is only slightly interrupted by spelling and/or grammatical errors. | but does not bring anything creatively out in their performance. Grammatical and/or spelling errors distract from the work. | The work is seriously hampered by spelling and/or grammatical errors. |
| 2.2 Individual presentation | GE – LO 9 | 2 | The language is very clear and entirely appropriate, with register and style consistently effective and suited to the choice of presentation. Delivery of the presentation is highly effective, with purposeful strategies used to interest the audience. | The language is clear and appropriate, with register and style consistently suited to the choice of presentation. Delivery of the presentation is effective, with suitable strategies used to interest the audience. | The language is mostly clear and appropriate, with some attention paid to register and style that is suited to the choice of presentation. Delivery of the presentation is appropriate, with a clear intention to interest the audience. | The language is sometimes appropriate, with some attempt to suit register and style to the choice of presentation. Delivery of the presentation is sometimes appropriate, with some attempt to interest the audience. |

| Assessment Activities | Learning Outcomes | Value | Level | | | |
|-----------------------|-------------------|-------|--|--|---|--|
| | | | 4 (Excellent) | 3 (Good) | 2 (Fair) | 1 (Poor) |
| | | | There is excellent knowledge and understanding of the content and implications of the work(s) presented. | There is very good knowledge and understanding of the content and most of the implications of the work(s) presented. | There is adequate knowledge and understanding of the content and most of the implications of the work(s) presented. | There is some knowledge and superficial understanding of the content of the work(s) presented. |
| 3.2 Quiz 2 | GE – LO 1 | 1 | Got 55 - 60 score | Got 40 - 54 score | Got 30 -39 score | Got less than 30 score |