

GENERAL EDUCATION, KMITL

COURSE SYLLABUS

Course Code	96644006	Course Title	Preparatory English				
Total Credits	3-0	Semester / Year of Study	2025	Section	101	Date- Time	25-6-2026 13:00 – 16:00
Course Description (English)	This course is designed for the freshman undergraduate students who need to develop their English language skills to be at a suitable level for university study and for their life at university. By the end of the course, they are expected to be at the level equivalent to IELTS (Academic) score of 5.5 or higher.						
Course Coordinator							
Course Instructors	Dr. Andy Noces Cubalit						
Teaching Assistant (if any)	N/A						
Counselling Schedule	Wednesdays 8:00-12:00 by appointment			Teaching Language	☐ Thai ☒ English ☐ Others, please specify.....		
Website or Online Teaching Method (if any)	Google Classroom						

Course Learning Outcome

1. recognize and use vocabulary effectively in oral communication, reading, and writing.
2. generate ideas and gather information relevant to the topic and purpose, incorporating the ideas and words of other writers in student writing using established strategies
3. to develop skill and fluency in sentence mechanics and grammar.
4. to become competent with use of technology to strengthen the student's ability to compose college-level writing and speaking assignments

General Education Learning Outcome: GE-LO	
GE-LO	Value
☒ GE-LO-1 Analytical and Critical Thinking	4
☐ GE-LO-2 Complex Problem Solving	
☒ GE-LO-3 Creativity	1
☐ GE-LO-4 Interpersonal Skills	
☐ GE-LO-5 Integrity and Perseverance	
☒ GE-LO-6 Active Learning and Learning Strategies	6
☐ GE-LO-7 Resilience, Stress Tolerance and Flexibility	
☐ GE-LO-8 Leadership and Social Influence	
☒ GE-LO-9 Communication	4
☐ GE-LO-10 Entrepreneurship and Startup	
☐ GE-LO-11 Digital Quotient Literacy and Digital Media Production	
Total Value	<u>15</u>
Career Readiness Modules	
☒ Employee ☒ Self-employed ☐ Business Owner ☐ Investor ☐ None	

Teaching Plan and Evaluation Plan

Week	Topic/Sub-topic	Activities	Notes
1	Course Overview, Class Orientation	Getting to know each other, Syllabus presentation	
2	Personal Profile	Introducing oneself, developing personal profile	
3	Hype and Buzz	Compare and contrast diverse types of advertisement. Listen and watch advertisements Creating different types of ads	
4			
5	The Driving Force: A Synopsis	Reading for comprehension, paraphrasing and presentation	
6			
7	Mid Term Quiz	Quiz 1	
8	The Perks and Quirks, the plus and minuses	Classroom Simple Debate on Advantages and Disadvantages	
9	Writing Problem Solving Paragraph	Paragraph writing on problem-solving	
10	A Symphony of Self-Improvement	A Simple Talk show	
11	The Problematic World	Writing an Essay on Problem - Solution	
12	How to do Class Presentations	Lecture on how to prepare for the final 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	11	44	1.1 Self-Introduction 1.2 Advertisement Presentation 1.3 Paraphrased Work Presentation 1.4 Paragraph Writing- Opinion 1.5 Talk Show 1.6 Simple Debate	Submit/do activities as assigned No submission/blank paper/plagiarism = 0
2 Presentation	2	8	2.1 Individual Presentation	Do presentation as assigned No presentation/blank paper/plagiarism = 0
3 Quiz	2	8	3.1 Quiz 1 3.2 Quiz 2	No Exam No grade Special Exam maybe given (check Uni policy)
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 Assessment Plan

Assessment Activities	Learning Outcomes	Value	Level			
			4 (Excellent)	3 (Good)	2 (Fair)	1 (Poor)
1.1 Self Introduction	GE – LO 3	1	Uses clear and appropriate and enthusiastic opening greeting.	Uses an appropriate opening greeting with minor errors, lack confidence.	Uses a basic opening greeting with some errors and awkwardness.	Attempt an opening greeting but with significant errors or inappropriateness.
			Clearly and confidently introduce name using complete sentence/s.	Introduces name using complete sentence with minor errors.	Introduce name but the sentence structure is incomplete or have errors.	Attempts to introduce name but with significant errors or unclear pronunciation.
			Clearly introduces at least one interest using varied vocabulary and correct sentence structure.	Introduces at least one interest with good vocabulary and minor errors.	Attempts to introduce interest but limited vocabulary and significant errors.	Fails to introduce interests or the introduction is incomprehensible.
			Uses clear and appropriate and enthusiastic closing statement.	Use an appropriate closing statement with minor errors or lack of enthusiasm.	Attempts to closing statement but limited vocabulary and significant errors.	Closing statement is missing
1.2 Advertisement Presentation	GE – LO 1	2	Student presents information in logical, interesting sequence which audience can follow.All of the 5W's (What, Where, Who, When,	Student presents information in logical sequence which audience can follow. Four of the 5W's (What, Where, Who, When,	Audience has difficulty following presentation because only three or less of the 5W's (What, Where, Who, When,	Audience cannot understand presentation because only one or two of the 5W's (What, Where, Who, When, Why,

Assessment Activities	Learning Outcomes	Value	Level			
			4 (Excellent)	3 (Good)	2 (Fair)	1 (Poor)
			Why, possibly How) are answered. Student demonstrates full knowledge of the topic and engages the audience with enthusiasm. Student uses a clear voice and correct, precise pronunciation of terms. Student is enthusiastic. All viewing audience can hear without effort. There were hardly any grammar / spelling errors (1-2).	Why, possibly How) are answered. Student is at ease with content and has an easy flow within the message. Student's voice is clear. Student pronounces most words correctly. Most audience members can hear with little effort. There were few grammar / spelling errors (3-4)	Why, possibly How) are not answered. Student ideas jumps around. Student is uncomfortable with information. Student's voice is low. Student incorrectly pronounces terms. Audience members have difficulty hearing. There were many grammar / spelling errors (5-7)	possibly How) are not answered. There is no sequence of information. Content is weak. Facts are inaccurate. Student should have research in more depth. Student mumbles, incorrectly pronounces terms, and speaks too quietly for viewing audience to hear. There were numerous errors that made it difficult to understand (8-10)
1.3 Paraphrased work presentation	GE – LO 6	2	The central purpose of the student work is clear and supporting ideas always are always well-focused.	The central purpose of the student work is clear and ideas are almost always focused in a way	The central purpose of the student work is identified. Ideas are mostly focused in a	The purpose of the student work is not well-defined. A number of central ideas do not

Assessment Activities	Learning Outcomes	Value	Level			
			4 (Excellent)	3 (Good)	2 (Fair)	1 (Poor)
			Details are relevant, enrich the work. Information and ideas are presented in a logical sequence which flows naturally and is engaging to the audience. Minimal to no distracting errors in grammar and spelling.	that supports the thesis. Relevant details illustrate the author's ideas. Information and ideas are presented in a logical sequence which is followed by the reader with little or no difficulty. The readability of the work is only slightly interrupted by spelling and/or grammatical errors.	way that supports the thesis. Information and ideas are presented in an order that the audience can mostly follow. Grammatical and/or spelling errors distract from the work.	support the thesis. Thoughts appear disconnected. Information and ideas are poorly sequenced. The audience has difficulty following the thread of thought. The readability of the work is seriously hampered by spelling and/or grammatical errors.
1.4 Writing problem-solution	GE – LO 9	2	Logical, interesting, clearly delineated themes and ideas. Relaxed, easy presentation with minimal hesitation. Clear, easy to understand. Frequent eye contact, readily engages audience.	Generally clear, overall easy for audience to follow. Generally comfortable appearance, occasional hesitation. Occasionally difficult to understand.	Overall organized but sequence is difficult to follow. Somewhat comfortable appearance, some hesitation. Audience must put forth effort to listen, poor	Difficult to follow, confusing sequence of information. Generally uncomfortable, difficulty with flow of presentation. Unclear, difficult to understand.

Assessment Activities	Learning Outcomes	Value	Level			
			4 (Excellent)	3 (Good)	2 (Fair)	1 (Poor)
			Well-versed in subject, responds to questions with further explanation.	Consistent eye contact, uses notes infrequently. Overall command of subject matter, responds to questions on a basic level	pronunciation. Some eye contact, dependent on notes. Generally comfortable with material, able to answer most questions.	Minimal eye contact, frequently using notes Basic understanding of material, but mastery not evident
1.5 Talk show on habits and hobbies	GE – LO 6	2	Consistently focuses on topic; provides much information on survey results; Each group member assumes an active role in presentation; gives at least three pieces of information and asks all other talk-show participants for input New vocabulary is used often and appropriately; few or no syntactical errors; past	General focus on topic; provides adequate information on survey results Each group member assumes an active role, but 1-2 members dominate; gives at least two pieces of information and asks most of the other participants for input Much new vocabulary is used, usually appropriately; some	Moves away from focus; provides inadequate information on survey results Uneven participation by group members; 1- 2 members are mainly passive; member offers only one piece of information and asks only one other participant for input Some new vocabulary is used, often appropriately;	Unfocused; little information about survey results is given Uneven participation by group members; some do not participate; member neglects either to offer information or to elicit input from others Little use of new vocabulary; what is used is often used

Assessment Activities	Learning Outcomes	Value	Level			
			4 (Excellent)	3 (Good)	2 (Fair)	1 (Poor)
			tense forms are used correctly	syntactical errors; past tense forms usually correct	syntactical errors are common; past tense forms often incorrect	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
1.6 Simple debate on cause and effect	GE – LO 6	2	All information presented in this debate was clear, accurate and thorough	Statements and responses were respectful and used appropriate language, but once or twice body language was not	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
			All counter-arguments were accurate, relevant and strong	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	Some counter arguments were weak and irrelevant

Assessment Activities	Learning Outcomes	Value	Level			
			4 (Excellent)	3 (Good)	2 (Fair)	1 (Poor)
			All 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 organized in a tight, logical fashion	Every major point was adequately supported with relevant facts, statistics and/or examples. The team clearly understood the topic in depth and presented their information with ease	relevant, but several were weak Every major point was supported with facts, statistics and/or examples, but the relevance of some was questionable. The team seemed to understand the main points of the topic and presented those with ease	Most arguments were clearly tied to an idea (premise) and organized in a tight, logical fashion The team seemed to understand the main points of the topic, but didn't present with ease
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	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	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	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,

Assessment Activities	Learning Outcomes	Value	Level			
			4 (Excellent)	3 (Good)	2 (Fair)	1 (Poor)
			purposeful strategies used to interest the audience. There is excellent knowledge and understanding of the content and implications of the work(s) presented.	used to interest the audience. There is very good knowledge and understanding of the content and most of the implications of the work(s) presented.	clear intention to interest the audience. There is adequate knowledge and understanding of the content and most of the implications of the work(s) presented.	with some attempt to interest the audience. There is some knowledge and superficial understanding of the content of the work(s) presented.
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
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