

## Thai Qualification Framework #3

เอกสารหมายเลข มคอ.๓

### Detail Course Description (302 303)

<b>Name of the University:</b> Mahachulalongkornrajavidyalaya University, Khonkaen Campus
<b>Curriculum/Faculty/Department:</b> Department of English

### General Information

<b>1. Subject Code and Name of the Subject/Course</b> 302 303 English Writing for Communication
<b>2. Number of Credit</b> 3 Credits 3 (3-0-6)
<b>3. Degree Level and Major</b> Bachelor of Arts (BA) Major: English
<b>4. Name of Instructor</b> Assoc. Prof. Dr. Dipti Mahanta
<b>5. Semester/Graduate Level/Year</b> First Semester/Second Year (Academic Year 1/2568)
<b>5. Pre-requisite</b> N/A
<b>6. Co-requisites</b> N/A
<b>7. Location/Place of study</b> Mahachulalongkornrajavidyalaya University, Khonkaen Campus
<b>8. Latest Date of Curriculum Revision</b> New Curriculum (2565) 4 June 2025/B.E.2568

### Purpose and Objectives

<b>1. Course Focus/Purpose</b> Focus on students' reading and writing skills, project writing ability, research and seminar presentation on topics related to the study of Humanities and Social Sciences at the advanced level, both content-wise and in language usage, enabling them to converse, make oral presentations, involve in group discussion and write papers.  Enhancement and development of advanced skills and techniques in English reading, writing, and interpreting, academic work presentation, academic article and text writing and educational skills exchange with international academics
<b>2. Objectives in Course Revision</b> Develop and improve the course content in a clear fashion making it consistent with the course

focus/purpose and leading to proficient learning that would enable students to acquire presentation skills, project writing skills with an emphasis on the principles and forms of essay/academic paper writing at an advanced level, both content-wise and in language usage, and make them skilled in academic discursive practices, oral presentations, group discussion and prompt responsiveness in both writing and speaking as per the requirement of the TQF.

## Procedural Method

<b>1. Course description</b> To study the principles and forms of English essay writing for economic communication, politics and governance, society, education, religion, arts and culture. Emphasis is placed on practicing descriptive and argumentative writing with using the correct and elegant language.			
<b>2. Teaching Hours per semester</b>			
Lecture	Extra/Supplementary teaching	Practical/field work/training	Self-access learning
Lecture 45 hours per semester	Supplementary teaching as per requirement of individual student's need	Make presentation at student seminars and participate at debating contests	N/A
<b>3. Number of hours per week for individual counseling to students</b> - instructor would notify counseling hours and timings on the faculty webpage or official website  - instructor would arrange 1 hour per week for individual or group counseling as per requirement			

## Students' Learning Development

<b>1. Virtue and Ethics</b>
<b>1.1 Virtue and Ethics required to develop</b> Virtue and ethics development in students for harmonious living in society and collective well-being; instructor makes an effort at inserting virtue-building and ethical issues in the content of the text enabling students to integrate them with knowledge acquisition on the specific subject as per the following requirement of the subject – <ol style="list-style-type: none"> <li>(1) Aware and be concerned about the value and virtue of self-sacrifice and honesty</li> <li>(2) Have discipline, punctuality, personal, professional and social responsibilities</li> <li>(3) Leadership and co-coordinating skills, ability to work in a team, ability in problem-solving and priority-sequencing</li> <li>(4) Respect for individual rights and considerate to other people's viewpoints with an overall sense of respect for the value and sanctity of being human</li> <li>(5) Respect institutional and social rules and regulations</li> </ol>
<b>1.2 Teaching method</b>

<ul style="list-style-type: none"> <li>- lecture on specific topics citing examples</li> <li>- assign work to students for the acquisition of presentation skills, project writing ability and seminar on topics related to the field of humanities and social sciences at the advanced level both content-wise and in language usage and practice reading and writing skills in class, exchange ideas and opinions among students themselves and between students and instructor</li> <li>- to make them skilled in communicative writing, oral presentations, group discussion and prompt responsiveness with suggestion on ethical issues that are manifested in the prescribed text/s</li> <li>- emphasis is laid on student/learner-centered learning, encourage students' participation and expression of views and perspectives on each unit and exchange of ideas and opinions in the classroom</li> <li>-stimulate and encourage students to attend lectures regularly, have discipline and confidence in expressing himself or herself and have responsibility towards oneself and society at large</li> </ul>
<p><b>1.3 Evaluation method</b></p> <ul style="list-style-type: none"> <li>- Evaluate classroom attendance, participation and timely submission of all assigned task</li> <li>- Conduct pretest in order to assess students' foundational knowledge on the subject-content</li> <li>- Mid-term Test to examine the effectiveness in implementation of objectives and set goals</li> <li>- Exercise and Activity</li> <li>- Worksheet</li> <li>- Final Examination</li> </ul>
<p><b>2. Knowledge</b></p>
<p><b>2.1 Knowledge acquisition</b></p> <p>Knowledge about presentation and seminar skills at the advanced level as follows –</p> <ul style="list-style-type: none"> <li>- Ability to make seminar presentation on topics related to Social Sciences and Humanities at an advanced level in regards to content and language usage</li> <li>- Ability in oral presentation, group discussion and answering questions</li> </ul>
<p><b>2.2 Teaching Method</b></p> <p>Lecture with citation of examples, use of instructional documents, online resources, media, assigned work, exercise, worksheets, classroom discussion with a focus on Problem- and Research-based Learning</p>
<p><b>2.3 Evaluation Method</b></p> <ol style="list-style-type: none"> <li>1. Pre-test</li> <li>2. Review of objectives by using worksheets</li> <li>3. Test on every unit using exercises</li> <li>4. Mid-term and final examination</li> <li>5. Interactive sessions in the class</li> <li>6. Personal problem/s solving</li> </ol>

<b>3. Wisdom skills</b>
<b>3.1 Wisdom skill development</b> Develop skills in thinking and analyzing subject-content systematically, ability in applying the knowledge in actual situation, having knowledge and understanding of ideas, principles and theories with thoughtful and analytical procedure and creative way of problem solution while confronting new and unthought-of-situation, ability in investigating the real issue/s, drawing conclusion that leads to understanding along with analysis and synthesis of problem and integration of the subject-based knowledge with Buddhist principles of knowledge sharing and knowledge management.
<b>3.2 Teaching Method</b> <ul style="list-style-type: none"> <li>- Lecture with in-text exemplification</li> <li>- Analysis-based lecture demonstrating relational integration of subject-content</li> <li>- Provide opportunity to students to express opinions and do error analysis</li> <li>- Provide opportunities to students for self-access learning and exchange of ideas in class</li> </ul>
<b>3.3 Evaluation method</b> Mid-term test and final examination with emphasis on analysis and application and integration of subject-content using cloze test, worksheets, passage writing and oral presentation on select topics
<b>4. Personal Relationship skill and responsibility</b>
<b>4.1 Personal Relationship skill and responsibility required to develop</b> <ul style="list-style-type: none"> <li>- Develop inter-personal relationship among students</li> <li>- Develop inter-personal relationship between student and instructor</li> <li>- Develop leadership and dependent skills in teamwork</li> <li>- Develop self-assess learning skills, discipline, responsibility in teamwork and punctuality</li> </ul>
<b>4.2 Method of teaching</b> <ul style="list-style-type: none"> <li>- Arrange group relationship activity in learning</li> <li>- Arrange group learning</li> <li>- Train working in a team</li> </ul>
<b>4.3 Evaluation method</b> <ul style="list-style-type: none"> <li>- Self-evaluation by recommended task</li> <li>- Evaluate behavior in teamwork</li> <li>- Evaluate self-assess learning report</li> </ul>
<b>5. Skill in numerical/statistical analysis, communication media and technology</b> <b>5.1 Skill in numerical/statistical analysis, communication media and technology required to develop</b> <ul style="list-style-type: none"> <li>- Develop communicative, speaking, listening, translating, writing and presentation skills in the class</li> <li>- Develop skills in analysis of case studies</li> <li>- Develop skills in online information search</li> <li>- Develop skills in using technology media for communication such as email, file attachment,</li> </ul>

and web-page for expressing opinions on different topics

- Develop presentation skill using appropriate models, templates and information technology

### 5.2 Teaching method

- assign self-access online learning task, use of different search engines for information, e-learning and report writing with full reference of information sources

- presentation with use of models and technology

### 5.3 Method of evaluation

- Evaluation based on report, assignment, exercise, worksheet and PowerPoint presentation
- Evaluation of discussion and method of exposition
- Evaluation of written assignments and projects

## Curriculum Mapping

Subject Code	Subject	1. Virtue and Ethics			2 Knowledge				3 Wisdom		4. Responsibility		5. Analytical Skill	
<b>302 303</b>	English Writing for Communication	1	2	3	1	2	3	4	1	2	1	2	1	2
				●		●				●		●		●

## Lesson Plan and Evaluation

### 1. Lesson Plan

Serial Week	Course Outline	Teaching Hours	Activities and Teaching media (If available)	Instructor
1	<b>INTRODUCTION</b> 1.1 Introduction on Teaching Plan 1.2. Description of subject 1.3 Objectives of subject 1.4 Methods of evaluation 1.5 Learning activities 1.6 Assignment 1.7 Attendance <b>TOPIC 1 : Talking about topics related</b>	3	Lecture Illustration Worksheet PowerPoint Prescribed and recommended texts, media outlet, online resources for development of language and critical thinking	Assoc. Prof. Dr. Dipti Mahanta

Serial Week	Course Outline	Teaching Hours	Activities and Teaching media (If available)	Instructor
	<p>to Social Sciences and Humanities in general with a focus on educational reforms and good governance</p> <p><b>Getting to know about seminar presentation and academic discussion on related topics</b></p> <p><b>1.1 Focus</b></p> <p>Study 1: Explain the words – ‘reading’, ‘writing’, ‘language acquisition’, ‘Cultural Studies’, ‘presentation’, ‘seminar’, ‘research proposal’ and ‘project writing’ in detail</p> <p>Study 2: Understand the significance and benefit of in-depth reading, seminar presentation, and project writing skills</p>		skills	
2	<p><b>TOPIC 1: Continued</b></p> <p><b>Study about developing reading and writing skills, critical thinking, debating, class presentation, project-writing method/s and research methodology in the Humanities and Social Sciences</b></p> <p><b>1.2 Focus</b></p> <p>Demonstrate the public speaking and project writing method/s</p> <p><b>1.3 Post Lecture Classroom Activity</b></p> <p>Every student writes a project outline and makes individual PowerPoint presentation on it</p>	3	<p>Lecture</p> <p>Illustration</p> <p>Worksheet</p> <p>PowerPoint</p> <p>Prescribed and recommended texts, media outlet, online resources for development of language and critical thinking skills</p>	Assoc. Prof. Dr. Dipti Mahanta

Serial Week	Course Outline	Teaching Hours	Activities and Teaching media (If available)	Instructor
3	<p><b>TOPIC 2 Talking about research in the Humanities and Social Sciences</b></p> <p><b>Discussion Topic: The role of the Humanities</b></p> <p><b>2.1 Post Lecture Classroom Activity</b></p> <p>1. Students make presentation on the role of Humanities in the realm of Higher Education</p> <p>2. Students make presentation on the role of literature and literary figures in the preservation of language and linguistic culture</p> <p>3. Students engage in discussion, expository reading and writing related to the above specified sub-topics</p>	3	<p>Lecture</p> <p>Illustration</p> <p>Worksheet</p> <p>PowerPoint</p> <p>Group Discussion</p>	Assoc. Prof. Dr. Dipti Mahanta
4	<p><b>TOPIC 3 The changing role of the Humanities and Social Sciences in the present era of ICT and Technology Disruption</b></p> <p><b>Discussion Topic: The impact of ICT in Thai Education System</b></p> <p><b>3.1 Post Lecture Classroom Activity</b></p> <p>1. Students make presentation on the topic – Tertiary Education and the use of ICT</p> <p>2. Students engage in debating, discussion, expository reading and writing on the inevitability and the pros and cons of the Fourth Revolution and how it impacts research in the Humanities and Social Sciences</p>	3	<p>Lecture</p> <p>Illustration</p> <p>PowerPoint</p> <p>Group Discussion</p> <p>Debating</p>	Assoc. Prof. Dr. Dipti Mahanta
5	<p><b>TOPIC 4 Talking about learning English as a Foreign Language</b></p> <p><b>Discussion Topic: The role of native and non-native speakers of English in Language Teaching</b></p> <p><b>4.1 Post Lecture Classroom Activity</b></p> <p>1. Students make presentation on the scope of classroom learning and self-</p>	3	<p>Lecture</p> <p>Illustration</p> <p>Worksheet</p> <p>PowerPoint</p> <p>Group Discussion</p>	Assoc. Prof. Dr. Dipti Mahanta

Serial Week	Course Outline	Teaching Hours	Activities and Teaching media (If available)	Instructor
	<p>access Internet-based Learning</p> <p>2. Students engage in debating, discussion, expository writing and conclusion of main points</p>			
6	<p><b>TOPIC 5 The Buddha's methods of teaching as reflected in the Tipitaka (Pali Canon)</b></p> <p><b>Discussion Topic:</b> The Techniques and Qualities of the Sermoner in the Anguttara Nikaya</p> <p><b>5.1 Post Lecture Classroom Activity</b></p> <p>1. Students make seminar presentation on different aspects of knowledge sharing and knowledge management as reflected in the Canonical Texts</p> <p>2. Students engage in debating, discussion, expository writing and conclusion of main points of the above topic from the comparative perspective of present-day theories on KS and KM</p>	3	<p>Lecture</p> <p>Illustration</p> <p>Worksheet</p> <p>PowerPoint</p> <p>Writing</p> <p>Expository Essay</p>	Assoc. Prof. Dr. Dipti Mahanta
7	<b>MID-TERM TEST</b>	3		
8	<p><b>TOPIC 6 Talking about Motivation in Language Learning</b></p> <p><b>Discussion Topic:</b> The role of traditional teaching methods vis-a-vis technology-imparted learning in language acquisition and development of critical thinking skills</p> <p><b>6.1 Post Lecture Classroom Activity</b></p> <p>1. Students make oral presentation on different language learning media outlets they have access to</p> <p>2. Students engage in debate and discussion of machine learning</p>	3	<p>Lecture</p> <p>Illustration</p> <p>Worksheet</p> <p>PowerPoint</p> <p>Prescribed and recommended texts, media outlet, online resources for development of language and critical thinking skills</p>	Assoc. Prof. Dr. Dipti Mahanta
9	<p><b>TOPIC 7 Future of the Buddhist University</b></p> <p><b>Discussion Topic:</b> Attitude of Student-monks and Lay students at the Buddhist</p>	3	<p>Lecture</p> <p>Illustration</p>	Assoc. Prof. Dr. Dipti Mahanta



Serial Week	Course Outline	Teaching Hours	Activities and Teaching media (If available)	Instructor
	<p>University towards Learning English and Other Foreign Languages</p> <p><b>7.1 Post Lecture Classroom Activity</b></p> <p>1. Students make seminar presentation on the role of MCU (referring to the latest talk by the former MCU Rector, The Most Venerable Phra Brahmapundit, delivered on the occasion of the 64<sup>th</sup> Graduation/Convocation Ceremony on 23 May 2019/2562)</p> <p>2. Students write an essay on “The role of MCU Khonkaen Campus in imparting education in the Indo-China region”</p> <p>2. Students engage in debate, discussion, expository reading and writing</p>		<p>Worksheet</p> <p>PowerPoint</p> <p>Youtube</p>	
10	<p><b>TOPIC 8 Talking about Buddhist Literature</b></p> <p><b>Discussion Topic:</b> Buddhism in the future and the new generation’s expectations</p> <p><b>8.1 Post Lecture Classroom Activity</b></p> <p>1. Students make seminar presentation on the Jatakas with particular reference to the Vessantara Jataka and the cultural manifestation of it in different regions of Thailand</p> <p>2. Students engage in debating, discussion, expository reading and writing and conclusion of main points of the impact of the Vessantara Jataka in Thai society</p>	<p>3</p> <p>-</p>	<p>Lecture</p> <p>Illustration</p> <p>Worksheet</p> <p>PowerPoint</p> <p>Youtube</p>	Assoc. Prof. Dr. Dipti Mahanta

Serial Week	Course Outline	Teaching Hours	Activities and Teaching media (If available)	Instructor
11	<p><b>TOPIC 9 The Art of Living</b></p> <p><b>Discussion Topic:</b> Does Buddhist Business related to mindfulness practice have a positive impact or degenerate Buddhism?</p> <p><b>9.1 Post Lecture Classroom Activity</b></p> <p>1. Students make seminar presentation on fetishization of mindfulness practice in the hands of both Buddhists and non-Buddhists</p> <p>2. Students engage in debating, discussion, expository writing and conclusion of main points on the above topic that needs to be dealt with urgently</p>	3	<p>Lecture</p> <p>Illustration</p> <p>Worksheet</p> <p>PowerPoint</p> <p>Discussion and Debate</p> <p>Prescribed and recommended texts, media outlet, online resources for development of language and critical thinking skills</p>	Assoc. Prof. Dr. Dipti Mahanta
12	<p><b>TOPIC 10 Talking about Literature and Contemporary Issues</b></p> <p><b>Discussion Topic:</b> The problem of narcotics and how it is reflected in narcotics literature</p> <p><b>10.1 Post Lecture Classroom Activity</b></p> <p>1. Students make seminar presentation on such social problems like drug/alcohol addiction and drug trafficking and how awareness against these social evils can be built up through literature and a close study of literary texts of well-known authors whose works deal with such topics directly</p> <p>2. Students engage in discussion, critical reading and writing on the above topics</p>	3	<p>Lecture</p> <p>Illustration</p> <p>Worksheet</p> <p>PowerPoint</p> <p>Presentation and Discussion</p>	Assoc. Prof. Dr. Dipti Mahanta

Serial Week	Course Outline	Teaching Hours	Activities and Teaching media (If available)	Instructor
13	<p><b>TOPIC 10 Continued</b></p> <p><b>Discussion Topic:</b> The sex industry and women's exploitation</p> <p><b>10.2 Post Lecture Classroom Activity</b></p> <p>1. Students make seminar presentation on the issue of gender inequality, women's exploitation and the sex industry and how violent tales related to these issues are reflected in poetry, short stories and novels</p> <p>2. Students engage in debating, discussion, critical thinking, reading and writing and conclusion of main points on the evils of the sex industry, the power politics involved in it and ways to solve the problem, possibly from a Buddhist perspective</p>	3	<p>Lecture</p> <p>Illustration</p> <p>Worksheet</p> <p>PowerPoint</p> <p>Debate and Discussion</p>	Assoc. Prof. Dr. Dipti Mahanta
14	<p><b>TOPIC 11 The Quest for Freedom</b></p> <p><b>Discussion Topic:</b> Social Justice</p> <p><b>11.1 Post Lecture Classroom Activity</b></p> <p>1. Students make seminar presentation on the issues related to freedom, equality, social justice etc., as reflected in and through literature, cultural philosophy, political campaigning, etc.</p>	3	<p>Lecture</p> <p>Illustration</p> <p>Worksheet</p> <p>PowerPoint</p>	Assoc. Prof. Dr. Dipti Mahanta
15	<p><b>TOPIC 12 The Postmodern Hyper-consumerist world from the Buddhist Perspective</b></p> <p><b>Discussion Topic:</b> Buddhism and Capitalism (Right Thought vs. Materialism)</p> <p><b>12.1 Post Lecture Classroom Activity</b></p> <p>1. Students make seminar presentation on Buddhist Economics</p> <p>2. Students engage in debating, discussion, expository writing and conclusion of main points</p>	3	<p>Lecture</p> <p>Illustration</p> <p>Worksheet</p> <p>PowerPoint</p> <p>Debate and Discussion</p>	Assoc. Prof. Dr. Dipti Mahanta
16	<b>TOPIC 12 Continued</b>	3	Lecture	Assoc. Prof. Dr.

Serial Week	Course Outline	Teaching Hours	Activities and Teaching media (If available)	Instructor
	<p><b>Discussion Topics:</b></p> <p>Climate Change and the Buddhist Approach to Solve this Massive Global Problem</p> <p><b>Buddhism and Neuroscience</b></p> <p><b>12.2 Post Lecture Classroom Activity</b></p> <p>1. Students make seminar presentations on the topic of new discoveries in neuroscience that support teachings on mental development in Buddhism</p> <p>2. Students engage in debating, discussion, expository writing and conclusion of main points on the above specified topics</p> <p>3. The instructor winds up the course and provides a brief guideline to students on the final examination</p>		<p>Illustration</p> <p>Worksheet</p> <p>PowerPoint</p> <p>Prescribed and recommended texts, media outlet, online resources for development of language and critical thinking skills</p>	Dipti Mahanta
	<b>FINAL EXAMINATION</b>			

## 2 Evaluation

No	Evaluation Method	Test Week	Percent
1	Mid-term test	8	20%
	Final Examination	16	40%
2	<p>Analysis</p> <p>Readiness in conversational skills</p> <p>Exposition</p> <p>Oral presentation</p> <p>Extempore speech on selected topics</p> <p>Acquisitions of research proposal and project writing skills</p>	Throughout the course	30%
3	<p>Class attendance</p> <p>Class participation</p>	Throughout the course	10%

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### Instructional Resources

<p><b>1. Course books</b></p> <p>Dipti Visuddhangkoon. <i>A Collection of Selected Papers</i></p> <p>_____. <i>Deconstruction deconstructed: A Study of Ajahn Chah in the Light of Derridean Philosophy</i></p> <p>_____. <i>Let's Talk: A Comprehensive Guide to English Conversation in the Buddhist Context</i> (2014).</p> <p>Dipti Mahanta. <i>Advanced Listening and Speaking in English</i> (2011); <i>English Conversation for Buddhist Monks</i> (2004). Khonkaen: Mahachulalongkornrajavidyalaya University.</p>
<p><b>2. Important texts and websites</b></p> <p>Dipti Mahanta. <i>Listening and Speaking English I</i> Khonkaen: Mahachulalongkornrajavidyalaya University (2006; reprinted 2013).</p> <p>ICUNDV Conference Volumes 2009, 2010, 2011.</p> <p>IABU Conference Volume 2012</p>
<p><b>3. Recommended Reading</b></p> <p>Depvedi, Phra (P.A. Payutto). <i>Dictionary of Buddhism</i>. Bangkok: Mahachulalongkornrajavidyalaya University, 1992.</p> <p>Mahanta, Dipti. <i>A Collection of Papers Presented at International Conferences</i>. Khonkaen: Mahachulalongkornrajavidyalaya University, 2011.</p> <p>_____. <i>A Critical Study of the Mahachat Sung-sermon from Isan</i>. Buddhist. Research Institute, Bangkok: Mahachulalongkornrajavidyalaya University, 2006.</p> <p>Medhidhammaporm, Phra. <i>Buddhist Morality</i>. Bangkok: Mahachulalongkornrajavidyalaya University, 1994.</p>

### Evaluation and Revision of the Course

<p><b>1. Students Evaluation of Subject/Course Effectiveness</b></p> <p>Evaluation of Subject/Course effectiveness based on students' suggestion and feedback as per the following steps –</p> <ul style="list-style-type: none"> <li>- Instructor and course evaluation form</li> <li>- Evaluation worksheet on course objectives' effectiveness</li> <li>- Student-teacher dialogue</li> <li>- Observation of students' behavior</li> <li>- Online feedback on departmental web-page designed by the instructor for interaction with students</li> </ul>
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## **2. Teaching Evaluation Strategy**

Data for teaching evaluation have the following strategies-

- Questionnaire on teaching effectiveness
- Observation of teaching by members of teaching team
- Exam results
- Scrutiny of exam scores

## **3. Teaching improvement**

The results from the teaching evaluation are used in improving the teaching as follows –

- instructor be informed about the results of students' evaluation
- Seminar on teaching
- Classroom and applied research

## **4. Examination of the scale of students' success in the subject**

During the entire teaching course, revisionary examination of success be conducted on main subject heading based on worksheet, exercise, student interview, assigned work, students' conduct, both before and after the final exam as follows –

- revision of exam score of students by invited experts or resource persons
- evaluation of students examination score or grade report based on examination of question papers, worksheet, report, method of scoring and students' behavior by the departmental committee

## **5. Revisionary procedure and improvement plan for course effectiveness**

For raising the standard the following revision plan is laid out

- course revision every 3 years or as per the requirement suggested after evaluation of success score in point 4
- change instructor for students to develop new perspectives on knowledge application derived from instructor's research
- arrange workshop for exchange of knowledge and brainstorming on development of better and proficient teaching and learning method