

## Course Syllabus

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|----|---|--|
| 1. | <b>Program of Study</b>   | Bachelor of Science Program<br>Bachelor of Arts Program<br>Bachelor of Business Administration Program<br>Bachelor of Nursing Science Program                          |
|    | <b>Faculty/Institute/College</b>  | Mahidol University International College   |
| 2. | <b>Course Code</b>  | ICCM 104   |
|    | <b>Course Title</b>   | Intermediate English Communication I   |
| 3. | <b>Number of Credits</b>  | 4(4-0-8)(Lecture/Lab/Self study)   |
| 4. | <b>Prerequisite (s)</b>   | placement test or completion of ICME 100 with the grade of "S" within the previous two trimesters  |
| 5. | <b>Type of Course</b>   | General Education Course   |
| 6. | <b>Session</b>  | 1 <sup>st</sup> , 2 <sup>nd</sup> , and 3 <sup>rd</sup> trimesters/ every academic year  |
| 7. | <b>Conditions</b>   | -  |
| 8. | <b>Course Description</b>   |  |
|    | Improvement in reading and writing; reading material: academic essays, short stories and a novel; rhetorical patterns: narration, description, illustration, process and comparison and contrast. |  |
| 9. | <b>Course Objective (s)</b>   |  |
|    | After successful completion of this course, students should be able to  |  |
|    | 9.1   | develop an idea into an essay from prewriting, outlining, drafting, to editing and revision.   |
|    | 9.2   | cover various types of supporting details and relations between thesis, topic sentences, and support.  |
|    | 9.3   | competently conduct secondary research with correct citations and referencing.   |
|    | 9.4   | supplement reading skills and critical analysis with an extra curricula novel.   |
|    | 9.5.  | be familiar with prewriting strategies of brainstorming, mapping, and free writing in order to generate ideas.   |
|    | 9.6   | develop general ideas into specific topics complete with standard thesis statement and accompanying topic sentences with relevant support expressed in outline format. |

- 9.7 revise and edit compositions in terms of content and language control.
- 9.8 apply these skills and be able to write essays within the context of five rhetorical patterns: narrative with description, illustration, process, compare contrast, and classification.
- 9.9 analyze and critically discuss ideas from expressive compositions of distinguished authors.

## 10. Course Outline

Week	Topics	Hour			Instructor
		Lecture	Lab	Self-Study	
1	Introduction. Rules, grading, writing sample. Plagiarism, citation, referencing.	4	0	8	Assigned Section Instructor
2	Pre-writing strategies. Thesis development and outlining.	4	0	8	"
3	Narrative. Description.	4	0	8	"
4	Essay revision and editing. Illustration.	4	0	8	"
5	Illustration. Essay revision and editing.	4	0	8	"
6	Rewrite assignment two. Midterm review.	4	0	8	"
7	Midterm Exam. Process.	4	0	8	"
8	Process. Essay revision and editing.	4	0	8	"
9	Compare Contrast. Compare Contrast.	4	0	8	"

10	Essay revision and editing. Classification.	4	0	8	“
11	Classification. Essay revision and editing.	4	0	8	“
Total		48	0	96	
<b>Final Examination</b>					

NB: Instructor reserves the right to change topics when appropriate.

### 11. Teaching Method (s)

- 11.1 Lectures
- 11.2 Discussions
- 11.3 Group work
- 11.4 Pair work
- 11.5 Written assignments
- 11.6 Peer editing,
- 11.7 Examinations.

### 12. Teaching Media

- 12.1 Textbook
- 12.2 Novel
- 12.3 Transparencies
- 12.4 Handouts
- 12.5 Power Point

### 13. Measurement and Evaluation of Student Achievement

Student achievement is measured and evaluated by

- 13.1 the ability to develop an idea into an essay from prewriting, outlining, drafting, to editing and revision.
- 13.2 the ability to cover various types of supporting details and relations between thesis, topic sentences, and support.
- 13.3 the ability to conduct secondary research with correct citations and referencing.
- 13.4 the ability to reading and critical analysis with an extra curricula novel.
- 13.5 the ability to familiar with prewriting strategies of brainstorming, mapping, and free writing in order to generate ideas.
- 13.6 the ability to develop general ideas into specific topics complete with standard thesis statement and accompanying topic sentences with relevant support expressed in outline format.
- 13.7 the ability to revise and edit compositions in terms of content and language control.

13.8 the ability to use these skills and be able to write essays within the context of five rhetorical patterns: narrative with description, illustration, process, compare contrast, and classification.

13.9 the ability to analyze and critically discuss ideas from expressive compositions of distinguished authors.

Student's achievement will be graded according to the faculty and university standard using the symbols: A, B+, B, C+, C, D+, D, and F.

Students must have attended at least 80% of the total class hours of this course.

MUIC standard grading criteria: 90% and above is grade A

Ratio of mark

1. Narrative Essay	10%
2. Illustration Essay	10%
3. Process Essay	10%
4. Compare Contrast Essay	10%
5. Classification Essay	10%
6. Midterm exam	20%
7. Final Exam	30%
Total	100%

#### 14. Course evaluation

14.1 Students' achievement as indicated in number 13 above.

14.2 Students' satisfaction toward teaching and learning of the course using questionnaires.

#### 15. Reference (s)

15.1 McWhorter, Kathleen T. 2000. Successful College Writing. Bedford/St. Martins. 765pp.

15.2 Golding, William. 1954. Lord of the Flies. Faber & Faber. London.

#### 16. Instructor (s)

16.1 John McNulty, Jonathan Green, Graham Rogers, William Bloch, John Wrenshall, Charles Windish, Russell Pattinson.  
(each instructor teaches one or more sections)

#### 17. Course Coordinator

Russell Pattinson.