



TQF3 Course Specification

Section 1 General Information

1. Course Code and Title

In Thai: ICGC 102 การเขียนเชิงวิชาการและการวิจัย 2

In English: IGC 102 Academic Writing and Research II

2. Number of Credits 4 (4-0-8)

3. Curriculum and Course Type

3.1 Program of Study: International Bachelor's Degree

3.2 Course Type: General Education

3.3 Please Specify Course's Literacy

- MU Literacy (Core Values, SEP, GE for Human Development)
- Health Literacy (Health, Sport)
- Digital Literacy (ICT, Applied Mathematics)
- Social and Humanity Literacy (Social, Humanity, Law, Ethics, Arts)
- Communication Literacy (language, Academic Communication)
- Science and Environmental Literacy (Applied Science for Life, Environmental Responsibility)
- Finance and Management Literacy (Finance, Management, Entrepreneur)

3.4 Please Specify Relationship between course and corporate culture

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|---|--|
| <input checked="" type="checkbox"/> M - Mastery | <input type="checkbox"/> รู้แจ้ง รู้จริง สมเหตุ สมผล |
| <input type="checkbox"/> A - Altruism | <input type="checkbox"/> มุ่งผลเพื่อผู้อื่น |
| <input type="checkbox"/> H - Harmony | <input type="checkbox"/> กลมกลืนกับสรรพสิ่ง |
| <input checked="" type="checkbox"/> I - Integrity | <input type="checkbox"/> มั่นคงยิ่งในคุณธรรม |
| <input type="checkbox"/> D - Determination | <input type="checkbox"/> แน่วแน่ทำ ยึดติดตัดสินใจ |
| <input type="checkbox"/> O - Originality | <input type="checkbox"/> สร้างสรรค์สิ่งใหม่ |
| <input type="checkbox"/> L - Leadership | <input type="checkbox"/> ใฝ่ใจเป็นผู้นำ |

4. Course Coordinator and Instructor

4.1 Course Coordinator: Mary Eppolite, Humanities and Language Division, Mahidol University International College, 02-7005000 Ext. #1738, mary.epp@mahidol.ac.th

4.2 Instructor: All English Studies lecturers may be assigned.

5. Trimester/Class Level

5.1 Trimester 1-3/ GE 100 Level

5.2 Number of Students Allowed: 25 students per section

6. Pre-requisite: ICGC101

7. Co-requisites: none

8. Study Site Location: MUIC



Section 2 Aims and Objectives

1. Course Goals

Upon completion of Academic Writing and Research II, students will have an understanding of and gained valuable experience in the rigors and expectations of academic research and writing.

2. Objectives of Course Development/Revision

2.1 Course Objectives

To enhance students' abilities to express themselves in a coherent and cohesive manner as they integrate their own ideas with other texts and sources to write original works.

2.2 Course-level Learning Outcomes (CLOs)

By the end of the course, students will be able to:

CLO1 Express themselves with their own distinct voice in written form.

CLO2 Work in a team in order to promote peer study.

CLO3 Access resources individually and assimilate to the objectives of the course.

CLO4 Synthesize different texts in order to develop their own unique voice in written form.

Section 3 Course Management

1. Course Description

การรวมทักษะในการวิจัยทางวิชาการและการเขียนเพื่อวิเคราะห์และสร้างองค์ประกอบที่โน้มน้าวใจ เทคนิคในการระบุดูขัดแย้ง และจุดอ่อนในการโต้เถียง การพัฒนาความรู้และความเข้าใจเกี่ยวกับประเด็นปัญหาในระดับโลกของผู้เรียนผ่านงานเรียงความ และงานวารสารที่ได้รับมอบหมาย

The integration of skills in academic research and writing to analyze and create persuasive compositions; Techniques to identify strengths and weaknesses in argument; Development of students' knowledge and preconceptions of global issues through a progressive series of essays and journal assignments

2. Credit hours per trimester

Lecture (Hour(s))	Laboratory/field trip/internship (Hour(s))	Self-study (Hour(s))
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48	-	96
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3. Number of hours that the lecturer provides individual counseling and guidance.

At least 3 hours per week. Lecturers may choose to make themselves available with published office hours, through online forums, or by special appointment.

Section 4 Development of Students' Learning Outcome

1. Short summary on the knowledge or skills that the course intends to develop in students (CLOs).

By the end of the course, students will be able to

CLO1: Express themselves with their own distinct voice in written form.

CLO2: Work in a team in order to promote peer study.

CLO3: Access resources individually and assimilate to the objectives of the course.

CLO4: Synthesize different texts in order to express their point of view on a variety of thematic issues

2. Teaching methods for developing the knowledge or skills specified in item 1 and measuring the course learning outcomes

Course Code	Teaching methods	Evaluation Methods
CLO1	<ul style="list-style-type: none"> ● Use of course text for models. ● Continual reflective writing. ● Classroom activities. 	<ul style="list-style-type: none"> ● Reflective Journaling. ● Writing assignments.
CLO2	<ul style="list-style-type: none"> ● Classroom activities. ● Peer editing responsibilities. 	<ul style="list-style-type: none"> ● Process evaluation as part of writing assignments.
CLO3	<ul style="list-style-type: none"> ● Classroom activities. ● Modelling. 	<ul style="list-style-type: none"> ● Research/Sourcing evaluation as part of writing assignments.
CLO4	<ul style="list-style-type: none"> ● Use of course texts. ● Classroom activities. ● Continual reflective writing. 	<ul style="list-style-type: none"> ● Using voice of others as part of evaluation for writing assignments.



Section 5 Teaching and Evaluation Plans

1. Teaching plan

Wk	Topic	Number of Hours		Teaching Activities/ Media	Lecturer
		Lecture Hours	Lab/Field Trip/Internship Hours		
1	Introduction to the Course and Finding Voice	4		Handouts, textbook, electronic media, students' written materials as required	Section Lecturer
2	Positionality Statement Overview and Outlining	4		Handouts, textbook, electronic media, students' written materials as required	Section Lecturer
3	Positionality Statement Outlining	4		Handouts, textbook, electronic media, students' written materials as required	Section Lecturer
4	Positionality Statement Drafting and Editing	4		Handouts, textbook, electronic media, students' written materials as required	Section Lecturer
5	Research Process	4		Handouts, textbook, electronic media, students' written materials as required	Section Lecturer
6	Topic Proposal Overview and Outlining	4		Handouts, textbook, electronic media, students' written materials as required	Section Lecturer
7	Topic Proposal Drafting and Editing	4		Handouts, textbook, electronic media, students' written materials as required	Section Lecturer
9	Critique Overview and Outlining	4		Handouts, textbook, electronic media, students' written materials as required	Section Lecturer
10	Critique Drafting and Editing	4		Handouts, textbook, electronic media, students' written materials as required	Section Lecturer
11	Argumentative Essay Overview and Outlining	4		Handouts, textbook, electronic media, students' written materials as required	Section Lecturer
12	Argumentative Essay Drafting and Editing	4		Handouts, textbook, electronic media, students' written materials as required	Section Lecturer
	Total	48	-		

2. Plan for Assessing Course Learning Outcomes

2.1 Assessing and Evaluating Learning Achievement

a. Formative Assessment

- Continual reflective writing to promote meta-cognitive awareness of one's own learning experiences.
- Drafting and process writing.
- Continual lecturer feedback in classroom as well as electronically.

b. Summative Assessment



(1) Tools and Percentage Weight in Assessment and Evaluation

Learning Outcomes	Assessment Methods	Assessment Ratio (Percentage)	
CLO1	Essay Writing Assignments	15	25
	Final Exam	10	
CLO2	Peer Editing Criteria in Essay Writing	25	25
CLO3	Research Criteria in Essay Writing	25	25
CLO4	Essay Writing Assignments	25	25
Total			100

(2) Grading System

A (90), B+ (85), B (80), C+ (75), C (70), D+ (65), D (60), F (>60)
Passing grade is D (60).

(3) Re-examination

To be determined on a case by case basis in coordination with the Office of Academic Affairs (OAA).

3. Student Appeals

Formal appeals may be made to the Program Director of English Studies, in coordination with the Office of Academic Affairs (OAA).



Section 6 Teaching Materials and Resources

1. Main texts and documents (Required Texts)

- Briscoe, F. M. (2005). A question of representation in educational discourse: Multiplicities and intersections of identities and positionalities. *Educational Studies: A Journal of the American Educational Studies Association*, 38(1), 23-41
- Lee, M. (2011). Finding voice: Appreciating audience. In Rocco, T. S & Hatcher, T. (Eds.) *The Handbook of Scholarly Writing and Publishing* (pp. 102-114). Jossey Bass
- Various theme-based texts accessible to both students and the instructor

2. Recommended documents and information (Suggested Materials)

As posted on the course's LMS

3. Other Resources (If any)

At the discretion of the section lecturer.

Section 7 Evaluation and Improvement of Course Management

1. Strategies for evaluating course effectiveness by students

Detailed rubrics designed for all assignments.

2. Strategies for evaluating teaching methods

Periodic teacher observation, either through peer observation or through reflective discussion sessions.

3. Improvement of teaching methods

Periodic reflective sessions, through workshopping or other intra-departmental activities.

4. Verification process for evaluating students' standard achievement outcomes in the course

Use of detailed rubrics designed for all sections.

5. Review and plan for improving the effectiveness of the course

Continual internal review of curriculum structure and aligned course content.



Appendix

Alignment between Courses and General Education courses

Table 1 The relationship between CLOs and MU-GE Module LOs (Number in table = Sub LOs)

(Course Code)	Learning Outcomes in General Education (MU-GE LOs)								
	MLO1	MLO2	MLO3	MLO4	MLO5	MLO6	MLO7	MLO8	MLO9
CLO1				4.1				8.1	
CLO2						6.4			9.2
CLO3	1.3		3.1						
CLO4	1.1		3.2		5.2			8.3	

See MU-GE Module LOs attached for descriptions of the above MLOs indicated in the above table.



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MU-GE Module: At the end of studying MU-GE Module, successful students will be able to

Competences	LOs:	Sub LOs:	MUCC Code
1. Critical thinking & Analysis: Use various sources and methods to collect and manage data & informations and make a logical judgement and decision to arrive at solution or problem solving relevant to real-world issues/problems	1. create & construct an argument effectively as well as identify, critique and evaluate the logic & validity of arguments	1. identify concepts related to the context of learned issues/topics 2. demonstrate ICT literacy: use appropriate technology to find, evaluate, and ethically use information 3. collect, analyse, synthesize data, & evaluate information and ideas from multiple sources relevant to issues/problems 4. synthesize information to arrive at logical reasoning	Cog1 Cog3 Cog2.1 Cog2.2
	2. select & use techniques and methods to solve open-ended, ill-defined and multistep problems	1. apply simple mathematical methods to the solution of 'real-world' problems 2. make judgement & decision through correct analysis, inferences, and evaluations on quantitative basis and multiple perspectives 3. apply concept of process management to solve problems	Cog1 Cog1-3 Cog4
2. Creativity & Innovation: Shows capability to initiate alternative/ new ways of thinking, doing things or solving problems to improve his/her or team solutions/results by applying the evidence-based process management concepts	3. acquire specific strategies & skills within a particular discipline and adapt them to a new problem or situation	1. connect, synthesize and/or transform ideas or solutions within a particular framework 2. Integrate alternative, divergent, or contradictory perspectives or ideas in the solution of a problem or question	Cog5.1
	4. create a novel or unique ideas, question, format, or product within a particular framework	1. Create an original explanation or solution to the issues/problems 2. articulate the rationale for & consequences of his/her solution-identify opportunities & risk 3. implement innovation through process management approach	Cog5.1 Ina3.1 Cog5.2
	5. explore and situate oneself in a new physical environment and intellectual perspectives	1. demonstrate cultural competencies and adaptabilities in different working environments 2. resort to multi-dimensional settings and tools to acquire knowledge and skills relevant to the problema or situation at hand	Ina3.1 Ina2
3. Global perspectives & Ethics: Express one's own ideas, interact with others, guide or lead team, as proper, as an ethically-engaged and responsible member of the society	6. act autonomously within context of relationships to others, law, rules, codes, and values	1. demonstrate an understanding of the principles upon which sustainable ecosystems and societies are built 2. identify the national & global challenges associated with current economic, political, and social systems 3. exhibit characteristics of responsible citizenship 4. work effectively in diverse team (and multi-cultural settings)	Ine4 Ina3.2 Ine3.2 Ine1.3.5
	7. apply ethical frameworks or principles and consider their implications in his/her decision-making and interacting with others	1. identify ethical issues and recognize different viewpoint and ideologies 2. guide & lead others 3. apply principle of ethical leadership, collaborative engagement and respect diversity	Ine2
4. Communication: communicate effectively and confidently using oral, visual, and written language	8. use a variety of means/ technologies to communicate effectively and purposefully- e.g., share information/ knowledge, express ideas, demonstrate or create individual & group product, etc.	1. communicate/present ideas effectively both oral & written forms, proper to a range of audience groups; such as verbal discussion with peers, project report. 2. prepare a purposeful oral presentation designed to increase knowledge, to foster understanding, or to promote change in the listeners' attitudes, values, beliefs, or behaviors. 3. prepare written documents to express ideas/solutions using different writing technologies, and mixing texts, data, and images. 4. demonstrate competence in a second or additional language	Ine1.1(1) Cog1-5 Ine1.1.2. Ina1.1.1. Ine1.1(2)
5. Collaboration and Working with team: collaborate and work effectively with team to arrive at team goals	9. collaborate and work effectively as part of a student group/team member to arrive at the team shared-goals in time	1. collaborate effectively with others as a responsible team member to achieve team goals in time 2. interact with others respectfully, whether as a team member or leader, to create a productive teamwork	Ine1.2,3. Ine4, 5.1; Ina3