



Course Specifications (SDU.OBE3)

Course Title Academic Listening and Speaking

Course Code 1552135

Semester 1 Academic Year 2567

Suan Dusit University

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Course Specifications

Institution	Suan Dusit University
Faculty/School	คณะมนุษยศาสตร์และสังคมศาสตร์
Field of Study	Choose an item.

Section 1 General Information

1. Course Code and Course Title

1552135 : Academic Listening and Speaking

2. Number of Credits

3 (3-0-6) credits

3. Course Type

Specialization Course

4. Course Coordinator and Lecturer

Full name: Olivia Patricia Laurena

Mobile No.: 084-9782346

E-mail: olivia_pat@dusit.ac.th

5. Semester/Year of Study

Semester 1 Academic Year 2567 / Year of Study Year 2

6. Pre-requisite (If any)

- None -

7. Co-requisites (If any)

- None -

8. Venue of Study

มหาวิทยาลัยสวนดุสิต

9. Latest Date of Course Revision

14 มิถุนายน 2567

Section 2 Goals and Objectives

1. Course Goals

1. Practice self-discipline and punctuality in and responsibility for all the assigned work.
2. Demonstrate C1 CEFR proficiency skills in listening and speaking in English on topics related to academic, society and profession; summarizing and synthesizing points and issues heard; have the ability to distinguish various types of information in print and online media and present them accurately.
3. Have the ability to effectively use the English language throughout the learning process with great efficiency
4. Apply English language knowledge in reasoning and analysis to systematically solve problems

2. Objectives of Course Development/Revision

To modify and improve the course through the addition of teaching and learning methods that promote active learning and to provide students with the knowledge and abilities that can improve their listening and speaking skills essential for academic achievement.

3. Course Learning Outcomes (CLOs)

By the end of the course, students are able to achieve the course learning outcomes (CLOs) as follows:

1. CLO1: Students practice self-discipline by adhering to classroom rules and policies regarding work submission
2. CLO2: Students listen to general and specific information and identify main ideas and details, take notes using different methods to obtain key information and learn and use vocabulary specific to and appropriate for academic contexts.
3. CLO3: Students use their language skills in English in academic contexts (notetaking, listening, presenting, and expressing opinions and ideas), gain and expand vocabulary knowledge related to academic concepts and use them in presentations and discussions
4. CLO4: Students utilize various multimedia resources and a variety of technological tools that are available to them to gather information, communicate with their peers and teacher, and present their ideas.

Section 3 Description and Implementation

1. Course Description

(ภาษาไทย) ฝึกทักษะการฟัง-พูดภาษาอังกฤษเชิงวิชาการ การฟังเพื่อรับข้อมูลข่าวสารทั่วไปและข้อมูลเฉพาะ การฟังเพื่อจับใจความสำคัญ วิธีการนำเสนอผลงาน การเป็นผู้ฟังที่ดี การฟังเพื่อจดบันทึก คำศัพท์สำนวน ภาษาที่ใช้ในการพูดเชิงวิชาการ การใช้น้ำเสียง ทักษะการออกเสียง การขึ้นเสียงสูงต่ำ

(English) Practice listening and speaking skills in a variety of academic contexts; listening for general and specific information, listening for main idea, making presentations, being good listeners, listening for note taking, vocabularies and idioms used in academic speaking, using tone, pronunciation, and intonation

2. Number of Hours per Semester

Theory	Practice	Self-study	Supplementary Teaching
45 hours	- None -	90 hours	2 to 4 hours/week

3. Concept of Learning Management Process

- **Collaborative learning** – students are assigned tasks that must be accomplished in groups to engage in idea-sharing.
- **Learning through context** – topics of tasks and discussions are based on situations relevant to the field of study, the present social contexts, and future careers, among others.
- **Creativity and self-identity** – discussions and written tasks encourage students to discuss different ways of answering questions, approaching a difficult/challenging task, or brainstorming ideas.

4. Number of Hours per Week for Individual Advice and Academic Guidance

- 1) Group and/or individual consultations may be arranged twice a week.
- 2) Consultations may also be done through email and social media messaging for convenience.

Contact information:

Aj. Olivia: ajarnolivia@gmail.com Mobile number: 0849782346

Section 4 Student Learning Development

4.1 The relation between Course-Level Learning Outcomes (CLOs) and Level of Learning

CLO No.	CLO Statement	Level of Learning
1	Students practice self-discipline by adhering to classroom rules and policies regarding work submission	Understanding
2	Students listen to general and specific information and identify main ideas and details, take notes using different methods to obtain key information, and learn and use vocabulary specific to and appropriate for academic contexts	Analyzing
3	Students use their language skills in English in academic contexts (notetaking, listening, presenting, and expressing opinions and ideas), gain and expand vocabulary knowledge related to academic concepts and use them in presentations and discussions	Applying
4	Students utilize various multimedia resources and a variety of technological tools that are available to them to gather information, communicate with their peers and teacher, and present their ideas.	Creating

4.2 The relation between Course-Level Learning Outcomes and Program-Level Learning Outcomes (PLOs)

Course-Level Learning Outcomes	Program-Level Learning Outcomes					
	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6
CLO1: [Click and type]	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
CLO2: [Click and type]	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
CLO3: [Click and type]	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

****Note: Program-Level Learning Outcomes: PLOs**

PLO1: [Click and type]

PLO2: [Click and type]

PLO3: [Click and type]

(More PLOs can be added as specified in courses and curriculum)

****The course is part of the 2562 English curriculum.****

4.3 Course-Level Learning Outcomes (CLO), Teaching Strategies and Assessment Methods

CLO	Teaching Strategies	Assessment Methods
<p>Students practice self-discipline by adhering to classroom rules and policies regarding work submission</p>	<ul style="list-style-type: none"> - Explain course objectives, policies, and topics - Collaborative learning activities - Group discussions - Group/Pair/Individual listening activities, presentations, and discussions - Class discussions and lectures 	<ul style="list-style-type: none"> - Teacher observation - Peer evaluation - Quizzes and Skill Exercises - Presentations
<p>Students listen to general and specific information and identify main ideas and details, take notes using different methods to obtain key information, and learn and use vocabulary specific to and appropriate for academic contexts</p>	<ul style="list-style-type: none"> - Demonstrate various notetaking methods and strategies in listening for general and specific information, main ideas and details from text and other multimedia sources - Present and explain listening and speaking strategies, techniques and processes involved in presentation planning and preparation. - Class vocabulary learning collaboration <ul style="list-style-type: none"> - Both students and teacher will contribute to a word bank or collection of learned and used vocabulary in lessons. 	<p>Formative and summative assessments:</p> <ul style="list-style-type: none"> - individual and group assignments - collaborative online tasks and discussions, - quizzes - group presentations - final exam - English Discoveries progress report

	<ul style="list-style-type: none"> - Assign English Discoveries tasks 	
<p>Students use their language skills in English in academic contexts (notetaking, listening, presenting, and expressing opinions and ideas), gain and expand vocabulary knowledge related to academic concepts and use them in presentations and discussions</p>	<ul style="list-style-type: none"> - Discuss and explain listening and speaking strategies, and let students practice their listening and speaking skills - Collaborative learning activities <ul style="list-style-type: none"> - Group discussions - Group/Pair/Individual listening activities, presentations, and discussions - Class discussions and lectures - Class vocabulary learning collaboration - Assign relevant, significant, and current topics to allow students to think critically and used various available sources (print or online) to gather ideas and discuss in groups or in class - Assign English Discoveries tasks 	<p>Formative and summative assessments:</p> <ul style="list-style-type: none"> - individual and group assignments - collaborative online tasks and discussions, - quizzes - group presentations - final exam - English Discoveries progress report
<p>Students utilize various multimedia resources and a variety of technological tools that are available to them to gather information, communicate with their peers and teacher, and present their ideas.</p>	<ul style="list-style-type: none"> - Collaborative learning activities <ul style="list-style-type: none"> - Group discussions - Group/Pair/Individual listening activities, presentations, and discussions - Class discussions and lectures 	<p>Formative and summative assessments:</p> <ul style="list-style-type: none"> - individual and group writing assignments - collaborative online tasks and discussions, - quizzes - group presentations - final exam

	- Class vocabulary learning collaboration	- English Discoveries progress report3
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Section 5 Lesson Plan and Evaluation

1. Lesson Plan

Week No.	Topics/Details	No. of hours	Learning Activity/Exercises Teaching Materials	Lecturer
1	- Course Introduction - Unit 1: Listening for Notetaking	3	<p>Teaching Strategies:</p> <ul style="list-style-type: none"> - Explain course syllabus and course requirements - Give a brief introduction of topics that will be covered in the course <p>Unit 1:</p> <ul style="list-style-type: none"> - Initial group discussion - Vocabulary learning - Presentation and demonstration of various notetaking methods <p>Activity / Exercise:</p> <ul style="list-style-type: none"> - Quiz & Skill Exercise – practice notetaking methods <p>Teaching Materials:</p> <ul style="list-style-type: none"> - PowerPoint slides - Learning materials - Online resources - Online collaboration tools <p>Additional Task:</p> <p>English Discoveries – Basic 3 Unit 1: Lessons 1 to 3</p>	Olivia Patricia Laurena
2	Unit 2: Listening for Main Ideas, Examples and Details	3	<p>Teaching Strategies:</p> <ul style="list-style-type: none"> - Initial group discussion - Vocabulary learning - Present and explain listening strategies for getting the main idea, specific examples, and details from lectures or texts <p>Activity / Exercise:</p> <ul style="list-style-type: none"> - Quiz & Skill Exercises – practice listening strategies <p>Teaching Materials:</p> <ul style="list-style-type: none"> - PowerPoint slides 	Olivia Patricia Laurena

Week No.	Topics/Details	No. of hours	Learning Activity/Exercises Teaching Materials	Lecturer
			<ul style="list-style-type: none"> - Learning materials - Online resources - Online collaboration tools Additional Task: English Discoveries – Basic 3 Unit 1: Lessons 4 to 7	
3	Unit 3: Listening for Various Information	3	Teaching Strategies: <ul style="list-style-type: none"> - Initial group discussion - Vocabulary learning - Present and explain strategies when listening for various information from lectures or texts Activity / Exercise: <ul style="list-style-type: none"> - Quiz & Skill Exercises – practice listening for various information Teaching Materials: <ul style="list-style-type: none"> - PowerPoint slides - Learning materials - Online resources - Online collaboration tools Additional Task: English Discoveries – Basic 3 Unit 2: Lessons 1 to 3	Olivia Patricia Laurena
4	Unit 4: Academic Conversations: Elaborate and Clarify	3	Teaching Strategies: <ul style="list-style-type: none"> - Initial group discussion - Vocabulary learning - Present and explain listening and speaking strategies for elaborating on ideas and clarifying information Activity / Exercise: Quiz & Skill Exercises – practice elaborating and clarifying	Olivia Patricia Laurena

Week No.	Topics/Details	No. of hours	Learning Activity/Exercises Teaching Materials	Lecturer
5	Unit 5: Academic Conversations: Support Ideas with Examples	3	<p>Teaching Strategies:</p> <ul style="list-style-type: none"> - Initial group discussion - Vocabulary learning - Present and explain listening and speaking strategies for supporting ideas with examples; explain types of supporting ideas that can be used as examples <p>Activity / Exercise: Quiz & Skill Exercises – practice supporting ideas with examples</p> <p>Teaching Materials:</p> <ul style="list-style-type: none"> - PowerPoint slides - Learning materials - Online resources - Online collaboration tools <p>Additional Task: English Discoveries – Basic 3 Unit 3: Lessons 1 to 3</p>	Olivia Patricia Laurena
6	Unit 6: Academic Conversations: Build on and Challenge Ideas	3	<p>Teaching Strategies:</p> <ul style="list-style-type: none"> - Initial group discussion - Vocabulary learning - Present and explain listening and speaking strategies for building on ideas and challenging ideas of others to facilitate the exchange and discussion of ideas <p>Activity / Exercise: Quiz & Skill Exercises – practice building on/challenging ideas</p> <p>Teaching Materials:</p> <ul style="list-style-type: none"> - PowerPoint slides - Learning materials - Online resources - Online collaboration tools <p>Additional Task: English Discoveries – Basic 3 Unit 3: Lessons 4 to 7</p>	Olivia Patricia Laurena
7	Unit 7: Academic Conversations Paraphrase & Synthesize Part 1: Paraphrase	3	<p>Teaching Strategies:</p> <ul style="list-style-type: none"> - Initial group discussion - Vocabulary learning 	Olivia Patricia Laurena

Week No.	Topics/Details	No. of hours	Learning Activity/Exercises Teaching Materials	Lecturer
			<ul style="list-style-type: none"> - Present and explain listening and speaking strategies for paraphrasing information <p>Activity / Exercise:</p> <ul style="list-style-type: none"> - Quiz & Skill Exercises – practice paraphrasing and summarizing information <p>Teaching Materials:</p> <ul style="list-style-type: none"> - PowerPoint slides - Learning materials - Online resources - Online collaboration tools <p>Additional Task:</p> <p>English Discoveries – Basic 3 Unit 4: Lessons 1 to 6</p>	
8	Unit 7: Academic Conversations Paraphrase & Synthesize Part 2: Synthesize	3	<p>Teaching Strategies:</p> <ul style="list-style-type: none"> - Continue unit discussion - Vocabulary learning and review - Present and explain listening and speaking strategies for synthesizing information <p>Activity / Exercise:</p> <p>Quiz & Skill Exercises – practice paraphrasing and summarizing information</p> <p>Midterm Exam – Units 1 to 7 covered</p> <ul style="list-style-type: none"> - Part 1 (Listening and notetaking) - Part 2 (Multiple-choice Question test) <p>Teaching Materials:</p> <ul style="list-style-type: none"> - PowerPoint slides - Learning materials - Online resources - Online collaboration tools 	Olivia Patricia Laurena
9	Unit 8: Introduction to Presentations (Part 1: Concepts)	3	<p>Teaching Strategies:</p> <ul style="list-style-type: none"> - Initial group discussion - Vocabulary learning - Present, explain and discuss the concept of presentation, its importance, the different styles of 	Olivia Patricia Laurena

Week No.	Topics/Details	No. of hours	Learning Activity/Exercises Teaching Materials	Lecturer
			<p>presentation, and the stages or process of planning and preparing for a presentation</p> <p>Activity / Exercise:</p> <ul style="list-style-type: none"> - Quiz & Skill Exercises – Quiz on lesson topic <p>Teaching Materials:</p> <ul style="list-style-type: none"> - PowerPoint slides - Learning materials - Online resources - Online collaboration tools <p>Additional Task:</p> <p>English Discoveries – Basic 3 Unit 5: Lessons 5 to 8</p>	
10	Unit 8: Introduction to Presentations (Part 2: Stage 1)	3	<p>Teaching Strategies:</p> <ul style="list-style-type: none"> - Continue unit discussion - Vocabulary learning and review - Present, explain and discuss the first stage of presentation <p>Activity / Exercise:</p> <ul style="list-style-type: none"> - Quiz & Skill Exercises – Quiz on lesson topic <p>Teaching Materials:</p> <ul style="list-style-type: none"> - PowerPoint slides - Learning materials - Online resources - Online collaboration tools <p>Additional Task:</p> <p>English Discoveries – Basic 3 Unit 5: Lessons 5 to 8</p>	Olivia Patricia Laurena
11	Unit 9: Presentation Preparations	3	<p>Teaching Strategies:</p> <ul style="list-style-type: none"> - Initial group discussion - Vocabulary learning - Present, explain and discuss presentation process, content preparation and visuals preparation <p>Activity / Exercise:</p> <p>Quiz & Skill Exercises – Quiz on lesson topic</p> <p>Teaching Materials:</p>	Olivia Patricia Laurena

Week No.	Topics/Details	No. of hours	Learning Activity/Exercises Teaching Materials	Lecturer
			<ul style="list-style-type: none"> - PowerPoint slides - Learning materials - Online resources - Online collaboration tools <p>Additional Task: English Discoveries – Basic 3 Unit 6: Lessons 1 to 6</p>	
12	Unit 10: Presentations	3	<p>Teaching Strategies:</p> <ul style="list-style-type: none"> - Initial group discussion - Vocabulary learning - Present, explain and discuss language expressions used in the different sections of the presentation <p>Activity / Exercise: Quiz & Skill Exercises – Quiz on lesson topic</p> <p>Teaching Materials:</p> <ul style="list-style-type: none"> - PowerPoint slides - Learning materials - Online resources - Online collaboration tools <p>Additional Task: English Discoveries – Basic 3 Unit 7: Lessons 1 to 7</p>	Olivia Patricia Laurena
13	Capstone Project: Planning Stage	3	<p>Teaching Strategies:</p> <ul style="list-style-type: none"> - Counseling group task - Monitoring work progress - Provision of Feedback <p>Activity / Exercise:</p> <ul style="list-style-type: none"> - Group presentation planning - Consultation and feedback <p>Teaching Materials:</p> <ul style="list-style-type: none"> - PowerPoint slides - Learning materials - Online resources - Online collaboration tools <p>Additional Task: English Discoveries – Basic 3 Unit 8: Lessons 1 to 7</p>	Olivia Patricia Laurena

Week No.	Topics/Details	No. of hours	Learning Activity/Exercises Teaching Materials	Lecturer
14	Capstone Project: Preparation Stage	3	Teaching Strategies: <ul style="list-style-type: none"> - Counseling group task - Monitoring work progress - Provision of Feedback Activity / Exercise: <ul style="list-style-type: none"> - Group presentation planning - Consultation and feedback Teaching Materials: <ul style="list-style-type: none"> - PowerPoint slides - Learning materials - Online resources - Online collaboration tools Additional Task: English Discoveries – Basic 3 Unit 9: Lessons 1 to 6	Olivia Patricia Laurena
15	Capstone Project: Presentation Stage	3	Group Presentation Activity / Exercise: <ul style="list-style-type: none"> - Group presentation and discussion - Consultation and feedback Teaching Materials: <ul style="list-style-type: none"> - PowerPoint slides - Learning materials - Online resources - Online collaboration tools Additional Task: English Discoveries – Basic 3 Unit 10: Lessons 1 to 6	Olivia Patricia Laurena
16	Final Examination			Olivia Patricia Laurena

2. Learning Outcome Assessment and Evaluation

Course-Level Learning Outcomes	Assessment and Evaluation Methods	Percentage	
CLO1: Students practice self-discipline by adhering to classroom rules and policies regarding work submission	Attendance and Participation	10	10

CLO2: Students listen to [Click and type] general and specific information and identify main ideas and details, take notes using different methods to obtain key information, and learn and use vocabulary specific to and appropriate for academic contexts	Short Quizzes & Skill Exercises	20	90
	Presentation	20	
	Midterm Exam	20	
	Final Exam	30	
CLO3: Students use their language skills in English in academic contexts (notetaking, listening, presenting, and expressing opinions and ideas), gain and expand vocabulary knowledge related to academic concepts and use them in presentations and discussions			
Total			100

Type of Grading Evaluation A-F S/U P

Section 6 Learning Resources

1. Primary Textbook/Documents

Laurena, O. (2020). Academic Listening and Speaking. Bangkok. Suan Dusit Graphic Site.

2. Recommended Books and Reference Material

2.1 Bohlke, D., Lockwood, R., & Zemach, D. (2013). Skillful. Oxford. Macmillan Education.

2.2 Boyle, M., Kisslinger, E., & Zemach, D. (2013). Skillful. Oxford. Macmillan Education.

2.3 Zwiers, J., & Crawford, M. (2011). Academic conversations. Portland, Me. Stenhouse.

3. Other Resources

TED Talks. Ted.com. Retrieved 30 June 2020, from <https://www.ted.com/talks>.

4. Improvement / Learning Resources Development (added)

ปรับปรุงกิจกรรม / ใบงาน

Section 7 Course Evaluation and Improvement

1. Student Course Evaluation Strategies

- 1) Confidential teacher evaluation done by the students
- 2) Evaluation of each learning domain done by the students

2. Teaching Evaluation Strategies

- 1) Confidential Teacher Evaluation Form
- 2) Student self-evaluation form

3. Teaching Improvement Process

Course and teaching evaluation results will determine appropriate improvements for the course and the teaching strategies

4. Standard Verification of Student Achievement

Verification of student learning outcome is done through behavioral observation, test scores, listening and speaking activities and presentations.

Learning Outcome	Evaluation Methods		
	Behavioral Observation	Tests / Exams	Activities / Presentations
Morals and ethics	✓	✓	✓
Knowledge		✓	✓
Cognitive Skills	✓	✓	✓
Interpersonal skills and responsibility	✓	✓	✓
Analytical, Communicative and IT skills		✓	✓

5. Action Plan for Verifying and Improving Course Effectiveness

- 1) Verification is done following the standards in Section 7 Number 4.
- 2) Course effectiveness will be based on student performance and evaluation.