

Course Report

Institution Rajabhat University Phranakhon Si Ayutthaya

Campus/Faculty/Department Ayutthaya Campus, Faculty of Humanities and Social Sciences,
Department of English

Section1: General Information

1. Course Code and Title 9001105 English for Job Application

2. Pre-requisite (if any)

None

3. Faculty Member(s) Teaching the Course and Sections

Navadet Yongsawai Section: 5

4. Semester and Academic Year

Semester 2, Academic Year 2559

5. Venue

Faculty of Humanities and Social Sciences Phranakhon Si Ayutthaya Campus

Section 2 : Actual Teaching Hours Compared with Teaching Hours Specified in the Teaching Plan

1. Number of actual teaching hours compared with the teaching plan

Topics	No. of teaching hours in the plan	No. of actual teaching hours	Reason(s) (in case the discrepancy is more than 25%)
Introductions and review of course and syllabus.	3	3	
Your Field of Work	3	3	
Searching for Jobs	3	3	
Searching for Jobs	3	3	
Responding to Offers	3	3	
Cover Letters	3	3	
Cover Letters	3	0	There was an overabundance of holidays taken during this time.
Midterm Exam	3	3	
Filling Out Job Applications	3	3	
Filling Out Job Applications	3	3	

The CV and Résumé	3	3	
The CV and Résumé	3	3	
The CV and Résumé	3	3	
Interview Questions	3	3	
Interview Questions continued. Review	3	3	

2. Topics that couldn't be taught as planned

Topics that couldn't be taught (if any)	Significance of the topics that couldn't be taught	Compensation
None	None	None

3. Effectiveness of the teaching methods specified in the Course Specification

Learning Outcomes	Teaching methods specified in the course specification	Effectiveness (Use ✓)		Problems of the teaching method(s) (if any) and suggestions
		Yes	No	

<p>Morals and Ethics</p>	<p>1.1. Learning outcomes on morality and ethics</p> <p>1.1.1 Being honest,</p> <p>1.1.2 Having discipline,</p> <p>1.1.3 Being diligent and patient,</p> <p>1.1.4 Behaving suitably,</p> <p>1.1.5 Being Thainess</p> <p>1.2 Teaching strategies for fostering morality and ethics</p> <p>1.2.1 Supplementing morality and ethics while teaching,</p> <p>1.2.2 Doing a project based on locality,</p> <p>1.2.3 Learning from real world situations both in-class and outdoor activities.</p>	<p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p>	<p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p>	
--------------------------	---	-------------------------------------	-------------------------------------	--

	<p>1.3 Strategies for evaluating learning outcomes on morality and ethics</p> <p>1.3.1 Assessing students' behaviors by people concerned,</p> <p>1.3.2 Assessing the qualifications of graduates by their employers.</p>		<p>✓</p> <p>✓</p>	
--	---	--	-------------------	--

<p>Knowledge</p>	<p>2.1 Learning outcomes on knowledge</p> <p>2.1.1 Having extensive knowledge and understanding the core subject matter for everyday life,</p> <p>2.1.2 Being capable of adapting to domestic and international changes,</p> <p>2.1.3 Being able to analyze and connect the knowledge body of the core subject matter for everyday life.</p> <p>2.2 Teaching strategies for developing knowledge</p> <p>2.2.1 Using various teaching methodologies including giving a lecture, providing a discussion, providing learning activities, and independent studies,</p>	<p>✓</p> <p>✓</p> <p>✓</p>	<p>✓</p> <p>✓</p>	
------------------	---	----------------------------	-------------------	--

	<p>2.2.2 Project-based instruction with an emphasis on locality including field studies and attending seminars.</p> <p>2.3 Strategies for evaluating learning outcomes on knowledge</p> <p>2.3.1 Assessing from paper examination, performance tests, exercises, and assigned reports,</p> <p>2.3.2 Assessing the qualifications of graduates by their employers.</p>		<p>✓</p> <p>✓</p> <p>✓</p>	
--	---	--	----------------------------	--

<p>Cognitive Skills</p>	<p>3.1 Learning outcomes on intellectual skills 3.1.1 Having thinking skills, 3.1.2 Having skills in solving problems, 3.1.3 Having skills in developing oneself continually and being eager to learn. 3.2 Teaching strategies for developing intellectual skills 3.2.1 Learner-centered and problem solving -based instructions, 3.2.2 Independent studies, seminars, doing projects based on locality.</p>	<p>✓</p>	<p>✓ ✓ ✓ ✓</p>	
-------------------------	---	----------	---	--

	<p>3.3 Strategies for evaluating learning outcomes on intellectual skills</p> <p>3.3.1 Assessing from authentic learning situations,</p> <p>3.3.2 Assessing from assignments,</p> <p>3.3.3 Assessing the qualifications of graduates by their employers</p>		<p>✓</p> <p>✓</p> <p>✓</p>	
<p>Interpersonal Skills and Responsibilities</p>	<p>4.1 Learning outcomes on interpersonal skills and responsibility</p> <p>4.1.1 Having leadership,</p> <p>4.1.2 Having a public mind,</p> <p>4.1.3 Being responsible to oneself and the environment,</p> <p>4.1.4 Having an ability to develop one's quality of life and the environment,</p> <p>4.1.5 Having management skills.</p>	<p>✓</p>	<p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p>	

	<p>4.2 Teaching strategies for developing interpersonal skills and responsibility</p> <p>4.2.1 Group work oriented instruction,</p> <p>4.2.2 Teaching with an emphasis on working in groups,</p> <p>4.2.3 Project-based instruction for the public interest.</p> <p>4.3 Strategies for evaluating learning outcomes on interpersonal skills and responsibility</p> <p>4.3.1 Assessing from group work processes,</p> <p>4.3.2 Assessing a success of the assigned projects,</p> <p>4.3.3 Assessing the qualifications of graduates by their employers.</p>		<p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p>	
--	---	--	--	--

<p>Numerical Analysis, Communication and Information Technology Skills</p>	<p>5.1 Learning outcomes on numerical, communication, and IT skills</p> <p>5.1.1 Having language skills for effective communication,</p> <p>5.1.2 Having numeracy skills,</p> <p>5.1.3 Being able to use information technology.</p> <p>5.2 Teaching strategies for developing numerical, communication, and IT skills</p> <p>5.2.1 Practice-based instruction,</p> <p>5.2.2 Instruction through electronic media,</p> <p>5.2.3 Self-study via an information technology system.</p>	<p>✓</p>	<p>✓</p> <p>✓</p>	
--	--	----------	-------------------	--

	<p>5.3 Strategies for evaluating learning outcomes on numerical, communication, and IT skills</p> <p>5.3.1 Assessing from students' practices,</p> <p>5.3.2 Assessing from students' presentations through electronic media,</p> <p>5.3.3 Assessing the qualifications of graduates by their employers.</p>		<p>✓</p> <p>✓</p> <p>✓</p>	
--	---	--	----------------------------	--

(Add Psychomotor Skills (if any))

4. Suggestions for Improving Teaching Methods

- (1) The course should have more focus on listening and speaking rather than reading and writing.

Section 3 : Course Outcomes

1. Number of registered students: 44

(As of the last day of Adding/Withdrawal)

2. Number of students at the end of semester: 41

3 Number of students who withdrew (W): 4**4. Grade distribution**

Grade	No. of students	Percentage
A	12	29%
B+	3	7%
B	7	17%
C ⁺	5	12%
C	13	32%
D+	0	0%
D	0	0%
F	1	2%
Incomplete (I)	0	0%

5. Factors causing unusual distribution of grades (If any)

- (1) This is a course that consists of mixed majors, thus resulting in a great disparity between the levels of English competence.

6. Discrepancies in the evaluation plan specified in the Course Specification

6.1 Discrepancy in evaluation time frame

Details of Discrepancy	Reasons
None	None

6.2 Discrepancy in evaluation methods

Details of Discrepancy	Reasons
None	None

7. Verification of students' achievements

Verification Method(s)	Verification Result(s)
- A midterm examination	- Acceptable
- A Project	- Acceptable
- A final examination	- Acceptable

Section 4 : Problems and Impacts**1. Teaching and learning resources**

Problems from teaching and learning resources - The competency level, in terms of the English language, between the students in the course was greatly contrasting.	Impacts on students' learning - The course would be deemed too simple for a portion of the students while too difficult for the students with English deficiencies.
--	--

2. Administration and organization

Problems from administration - None	Impacts on students' learning
Problems from organization - None	Impacts on students' learning

Section 5 : Course Evaluation**1. Results of course evaluation by students**

1.1 Important comments from evaluation by students

- (1) Instructor was evaluated at a "high" for level of contentment with course with an overall score of 4.33 out of 5.

1.2 Faculty members' opinions on the comments in 1.1

- (1) Not applicable

2. Results of course evaluation by other evaluation methods

2.1 Important comments from evaluation by other evaluation methods

(1) None

2.2 Faculty members' opinions on the comments in 2.1

(1) Not applicable

Section 6 : Improvement Plan

1. Progress of teaching and learning improvement recommended in the previous Course Report

<p>Improvement plan proposed in Semester....., Academic year.....</p> <p>1. Not applicable (Please note that this is the initial report completed)</p>	<p>Results of the plan implementation (In case no action was taken nor completed, reasons must be provided.)</p> <p>1.</p>
--	--

2. Other improvements

1. **Not applicable**

Suggestions for improvement for Semester 2 Academic year 2559

Suggestions	Time Frame	Responsible person
1. Students should be registered with their peers in the same department or major.	1. Before the term begins	1. Academic Office

4. Suggestions of faculty member(s) responsible for the course

1. None

Responsible Faculty Member/Coordinator: Navadet Yongsawai

Signature..... Submission Date 16/05/2560

Chairperson/Program Director:

Signature..... Receipt Date