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**Course Specification**

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| **Name of Institution : Buriram Rajabhat University** |
| **Faculty / Programme : Faculty of Sciences / Biology Programme** |

**Section 1**

**Overview**

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| 1. **Subject :** English for Biology   **Subject code :** 4034113 |
| 1. **Credit :**  2 (2-0-4) |
| 1. **Course**   **Program of the course :**  Bachelor degree  **Course Category :** Required subject |
| 1. **Instructor :** Miss Sirinee Jirajessada |
| 1. **Semester / Year of study**   **Semester :** 1/2020  **Student :** Bachelor Degree in Biology (60/M.1)  Bachelor Degree in Biology (60/M.2) |
| 1. **Pre-requisite** None |
| 1. **Co-requisite** None |
| 1. **Teaching venue:** Faculty Sciences |
| 1. **Date of course preparation:** May 5, 2020 |

**Section 2  
Aims and Objectives**

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| 1. **Aim of Course**   Students are able to   1. Correctly acquire skill in using English for Biology. 2. Apply both knowledge and skills to read and understand international scientific articles. 3. Efficiently search for current topics and issues with the search keywords in English. 4. Can correlate the use of English to other topics in related field of study in Biology. |
| 1. **The purpose of developing / updating the course**   For teaching and learning by using English as the instructional medium language. |

**Section 3  
Nature and Operation**

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| **1. Course Description**  This course is designed to assist students to correctly acquire skill in using English for Biological Science, reading, translating scientific articles, preparing the presentation, abstract and manuscript writing for publish. | | | |
| **2. Hours per semester** | | | |
| **Lecture** | **Remedial Teaching** | **Practice / Field / internship** | **Self-study** |
| 30 Hours | - | - | 4 Hours/week |
| **3. Hours per week for individual consultation and technical advice to students**  - Every Wednesday 1 PM – 4 PM in the afternoon (Appointment is needed). | | | |

**Section 4  
Development & Students’ Learning Performance**

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| 1. **Ethics**    1. **The expected learning outcomes of TQF framework: morality**       1. Honest.       2. Discipline and self-responsibility.       3. Respect and corporate the professional ethics.       4. Respect and listen to the opinions of others.       5. Having public mind. |
| * 1. **Teaching methods**      1. Lecturer being a good role model to students.      2. Assign group topic of discussion.      3. Discussion on the students’ value & morality, such as, punctuality, discipline, honesty, responsibility for their own professional and social, tolerance, realistic, positive attitude towards the profession, and respect the rights and opinions of others.      4. Make an agreement with students about the rules and practices in teaching.      5. Student center teaching approach. |
| * 1. **Evaluation methods**      1. Observe the ethical behavior of students, both in and outside the classroom      2. Observe the punctuality and discipline.      3. Observe the cheating habits during all examination.      4. Self-responsibility and assignment. |
| 1. **Knowledge**    1. **The expected learning outcome of TQF framework: knowledge**   2.1.1 Correctly acquire concept and theories in Biology.  2.1.2 Analyze problems, apply both knowledge and skills, and properly use equipment to solve problems in Biology.   * + 1. Efficiently search for current topics.     2. Can correlate the use of Biology to other topics in related field of study. |
| * 1. **Teaching methods**      1. Lecture      2. Assignment      3. Discussion |
| * 1. **Evaluation methods**      1. Observe students’ behavior and activity in the classroom      2. Homework, presentation, and discussion      3. Test, examination |
| 1. **Cognitive skills**    1. **The expected learning outcome of TQF framework: Cognitive skills**       1. Students are able to develop the ability to think systematically.       2. Students are able to solve problems by rational thinking**.**       3. Search, interpret and evaluate information technology to solve problem creatively and making decision effectively. |
| **3.2 Teaching methods**  3.2.1 Discussion  3.2.2 Classroom activities  3.2.3 Assignment |
| **3.3 Evaluation methods**  3.3.1 Results of the activities assigned  3.3.2 Observe the expressions of the students’ intellectual skills in all activities  3.3.3 Test/Quiz |
| **4. Interpersonal skills and responsibility**  **4.1 The expected learning outcome of TQF framework: Interpersonal skills and responsibility**  4.1.1 Students are able to collaborate well with others and have leadership skill.  4.1.2 Students are able to have a responsible for the assignment.  4.1.3 Students are able to adapt to different situations by planning and take the responsibility themselves. |
| **4.2 Teaching methods (Learner - Centered)**  4.2.1 Activities  4.2.2 Assignment  4.2.3 Problem solving |
| **4.3 Evaluation methods**  4.3.1 Observe the students’ behavior and the atmosphere of group work/activities History**,** the way of life and sufficiency economy |
| **5. Numerical analysis skills, communication and information technology**  **5.1 The expected learning outcome of TQF framework: Numerical analysis skills, communication and information technology**  5.1.1 Students are able to improve skills in data collection, presentation by using appropriate information.  5.1.2Students are able to improve skills in communication technology in both spoken and written.  5.1.3 Students are able to improve skills in using English or other language to search for information.  5.1.4 Students are able to information technology to search efficiently. |
| **5.2 Teaching methods**  5.2.1 Use the computer to search information and present the obtained information in class.  5.2.2 Communication and send homework via e-mail |
| **5.3 Evaluation methods**  5.3.1 Homework  5.3.3 Class presentations or activities |

**Section 5  
Lesson Plans and Assessments**

1. **Lesson plans**

| **Week** | **Topic** | **Hours/**  **Instructor** | **The purpose of teaching** | **Activities** | **Instruction**  **media** | **Learning Outcomes** | | | | |
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| **1** | **2** | **3** | **4** | **5** |
| 1-2 | * Classroom commitment * Who speaks English? | 4 hours/  Miss Sirinee Jirajessada | - Make an agreement in learning  -understand new vocabulary and grammar. - be able to read in English and understand the idea. | - Make an agreement and commitment with students, Lecture, assignment,  Exercise | Course Syllabus, handouts | •  1.3 | •  2.1 | •  3.1 | •  4.3 | •  5.1 |
| 3 | -Searching for articles  - Article reading and translating | 2 hours/  Miss Sirinee Jirajessada | -know new vocabulary and grammar  - be able to read in English and understand the context. | Lecture, class activities, assignment , Exercise | Handouts, worksheet, homework | •  1.3 | •  2.1 | •  3.1 | •  4.3 | •  5.1 |
| 4 | Abstract and keywords | 2 hours/  Miss Sirinee Jirajessada | -know new vocabulary and grammar  - understand the context. | Lecture, class activities, assignment , Exercise | Handouts, worksheet, homework | •  1.3 | •  2.1 | •  3.1 | •  4.3 | •  5.1 |
| 5 | Introduction | 2 hours/  Miss Sirinee Jirajessada | -know new vocabulary and grammar  - understand the context. | Lecture, class activities, assignment,  Exercise | Handouts, worksheet, homework | •  1.3 | •  2.1 | •  3.1 | •  4.3 | •  5.1 |
| 6-7 | Materials and methods | 4 hours/  Miss Sirinee Jirajessada | -know new vocabulary and grammar  - understand the context. | Lecture, class activities, assignment, Exercise | Handouts, worksheet, homework | •  1.3 | •  2.1 | •  3.1 | •  4.3 | •  5.1 |
| Mid-term Examination | | | | | | | | | | |
| 8-9 | Results | 4 hours/  Miss Sirinee Jirajessada | -know new vocabulary and grammar  - understand the context. | Lecture, class activities, assignment, Exercise | Handouts, worksheet, homework | •  1.3 | •  2.1 | •  3.1 | •  4.3 | •  5.1 |
| 10-11 | Discussion | 4 hours/  Miss Sirinee Jirajessada | -know new vocabulary and grammar  - understand the context. | Lecture, class activities, assignment, Exercise | Handouts, worksheet, homework | •  1.3 | •  2.1 | •  3.1 | •  4.3 | •  5.1 |
| 12-13 | Conclusion | 4 hours/  Miss Sirinee Jirajessada | know new vocabulary and grammar  - understand the context. | Lecture, class activities, assignment, Exercise | Handouts, worksheet, homework | •  1.3 | •  2.1 | •  3.1 | •  4.3 | •  5.1 |
| 14 | References | 2 hours/  Miss Sirinee Jirajessada | -know new vocabulary and grammar  - understand the context. | Lecture, class activities, assignment,  Exercise | Handouts, worksheet, homework | •  1.3 | •  2.1 | •  3.1 | •  4.3 | •  5.1 |
| 15 | Presentation | 2 hours/  Miss Sirinee Jirajessada | - understand the context  -.present article in English. | Lecture, class activities, assignment, Exercise | Handouts, worksheet, homework | •  1.3 | •  2.1 | •  3.1 | •  4.3 | •  5.1 |
| Final Examination | | | | | | | | | | |

**Note :** Learning Outcomes

1 = Ethics

2 = Knowledge

3 = Cognitive skills

4 = Interpersonal skills and responsibility

5 = Numerical analysis skills, communication and information technology

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| 2**. Assessment** | | | |
| **Learning**  **outcomes** | **Assessment methods** | **Week** | **Percentile** |
| 1.3 , 2.1 | Assessment from homework and presentation | 1 - 15 | 30% |
| 1.3 , 2.1 | Mid-term examination | Midterm | 30% |
| 1.3 , 2.1 | Final examination | Final | 30% |
| 1.3 , 2.1, 3.1, 4.3, 5.1 | Class participation | 1 - 15 | 10% |
|  |  | **Total** | **100%** |

**Section 6**

**Teaching Resources**

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| 1. Handouts   Handouts : English for Biology by Miss Sirinee Jirajessada, Faculty of Sciences. Buriram Rajabhat University.  2. Text books วิทย์ เที่ยงบูรณธรรม. 2016. พจนานุกรมอังกฤษ-ไทย ฉบับทันสมัยและสมบูรณ์ที่สุด : SE- ED's Modern English-Thai Dictionary (Complete & Updated) Super-Mini Edition. Se-Ed: กรุงเทพมหานคร. Buckley, Don. 2011. **Interactive Science: Cell and Heredity (Teacher’s edition).** Pearson. USA.  Caroline Banks and Tom Rowe. 1990. **Reading in English 1 The day in mountain moved**. New Jersey: Prentice Hall Regents.  Moi Ho, Tan, 2017. **Biologi: Module & More**. Penerbitan Pelangi Sdn. Selangor, Malaysia.  Ling, You Li, SK, Chia, and GS, Yu. 2017. **Biologi: Hots Mastery**. Cemerlang Publications. Selangor, Malaysia.  Raymond Murphy. 1998. **Essential Grammar In Use**. (2nd Edition). United Kingdom: Cambridge University Press.  Reece, J. B., Urry, L. A., and Cain M. L. 2011. **Cambell Biology.** (9th Edition). San  Francisco: Pearson Education.  Thanu Teauratanagul. 2007. **English for Science and Technology**. Chulalongkorn University Press: Bangkok. |
| 1. Documents, resources and data suggested    1. BRU Library    2. Journal: International Journal of Selection and Assessment    3. Website: http://www.sciencedirect.com    4. Website: http://www.pubmed.com    5. Website: http://www.masteringbiology.com |

**Section 7**

**Evaluation of Improvement & Course Operation**

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| 1. **Strategic course evaluation by students**   Student's opinions on activities and course |
| 1. **Strategic assessment of teaching**   Evaluate teaching performance and students’ achievement by using an assessment form. |
| 1. **Teaching improvement**   To be updated next semester. |

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(Miss Sirinee Jirajessada)

Lecturer

Report : June 25th, 2020