



**SAMSEN WITTAYALAI SCHOOL
ENGLISH PROGRAM**

COURSE OUTLINE

Subject: Basic Writing (*EN23205*)

Course Classification: Foundation Additional

Learning Period: 1 Periods/Week

Credit Unit: 0.5

Grade Level: Mattayomsuksa 3 (*Grade 9*)

Semester 1 Academic Year 2022

Learning Area: Languages

Samsenwittayalai School English Program

Teacher: Paul O'Mara

I. COURSE DESCRIPTION

This writing course, designed to prepare the student for progression into academic writing, will meet composition objectives by reading and writing as integrally related skills. Students will study and practice reading comprehension, the writing process, and critical thinking. Students will create clear and correct basic sentences as they develop the skills necessary to write a variety of focused, developed, organized paragraphs and/or short essays.

By presenting the lessons in an appropriate manner and order, the students will learn the basic fundamentals of being able to write. Students will be responsible for writing multiple full-process paragraphs/essays with well-organized paragraphs; preparation of outlines for compositions; writing the introductory paragraph, body paragraph and concluding paragraph; short composition writing in a variety of forms and on various topics. Evaluations will be done at each stage via various assessment methods, which will follow the curriculum as laid out. Practical writing skills will be used to help students understand how writing in English is used in various situations.

By applying the knowledge learnt and skills developed students will be able to use and write in English with confidence. By the end of the course, they will be able to communicate in written English effectively and have a good understanding of the intricacies involved in writing. Being able to use written English in an effective style, will enhance their understanding of this skill, so that they may apply their knowledge for use in future academic institutions and in real-life situations.

II. INDICATORS / LEARNING OUTCOMES

1. Learners' reading, analytical thinking and writing skills meet the criteria prescribed by the respective educational institutions.
2. Learners' desirable characteristics meet the criteria prescribed by the respective educational institutions.
3. Use the writing process stages to plan, draft, revise, and proofread paragraphs and essays.

4. Write paragraphs with clearly stated topic sentences that are supported with logical reasons and evidence such as examples, details, and facts.
5. Employ the various stages of the writing process, including pre-writing, writing and re-writing.
6. Demonstrate understanding of and apply the principles of effective paragraph structure.
7. Recognize and correct basic grammatical errors, specifically errors of subject/verb agreement, verb tense, pronoun agreement, usage of prepositions and articles.
8. Demonstrate and apply knowledge of basic essay structure, including introduction, body and conclusion.
9. Formulate clear, narrowly focused, and precisely worded thesis statements appropriate for 250- to 300-word expository essays.
10. Improve academic and idiomatic vocabulary.
11. Organize supporting information in a clear pattern, such as time, space, or importance.
12. Use various modes of development, such as examples, definition, and comparison and contrast.
13. Use transitional expressions to link main ideas in paragraphs and paragraphs in essays.
14. Use a variety of sentence patterns and rhetorically appropriate vocabulary.
15. Make few grammatical and mechanical errors.
16. Identify effective writing techniques in his or her owned work and in peer writing.
17. Avoid plagiarism.

III. TENTATIVE COURSE OUTLINE

Week	Topics / Contents	Indicators	Period(s)
1	Introductions		1
2-4	Chapter 1 : Identity		3
5-7	Chapter 2 : Design		3
8	Chapter 3 : Thought-Revision		1
9	MID-TERM EXAMINATION		1
10-12	Chapter 3 : Thought continued		3
13-15	Chapter 5 : Movement		3
16-17	Revision & projects		2
18	FINAL EXAMINATION		1

IV. Teaching Methods and Management⁰

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|---|--|--|
| <input type="checkbox"/> Experiment | <input checked="" type="checkbox"/> Lecture/Discussion | <input checked="" type="checkbox"/> Group work |
| <input checked="" type="checkbox"/> Individual work | <input checked="" type="checkbox"/> Game | <input type="checkbox"/> Song |
| <input checked="" type="checkbox"/> Self-learning | <input checked="" type="checkbox"/> Demonstration | <input type="checkbox"/> Role play |
| <input checked="" type="checkbox"/> Project | <input checked="" type="checkbox"/> Experience | <input type="checkbox"/> ICT |
| <input type="checkbox"/> Local Wisdom based | <input type="checkbox"/> Others | |

V. Teaching Materials/ Supplements

- Handouts
- Graphs/ Diagrams
- Samples/ Models
- Commercial Text Book: Skillful 3
- DVD/VCD
- Website Kahoot, Google classroom
- Others
- Worksheets
- Maps
- Exercise s
- Teacher's text book
- Pictures

VI. ASSESSMENT AND EVALUATION

Indicator Score from SGS	Formative I				Midterm	Formative II						Final
	1	2	3			10	11	12	13	14	15	
Total score	5	10	10		15	10	10	10	5	5		20
1. Learners' reading, analytical thinking						10						
2. Learners' desirable characteristics							10					
3		1						1				
4		1	2		4			1	1			5
5		1	2					1	1			
6		1						1				
7		2						2				
8					1							2
9		3	3		5			3	1			5
10	3									3		
11					1							2
12			2						1			
13			1						1			
14					2							3
15	2				2					2		3
16		1						1				
17												
Total	25				15	40						20

VII. ASSESSMENT AND EVALUATION

Item	Percentage
Formative 1	25
Project	5
Classwork/homework	10
Module test	10
Mid-term Examination	15
Formative 2	40
Desirable Characteristics	10
Learner's Key Competencies	10
Classwork/homework	10
Module test	5
Project	5
Final Examination	20
Total	100