

Required major / free elective / elective major courses  
Walailak University 2019

XXX-XXX Course Name  
Course Syllabus



## Course Syllabus

Name of Institution Walailak University

School/Institute/college School of ..... Department .....  
Program .....

### General Information

#### 1. Course Code and Course Title

Course Code Course Title (in Thai)  
Course Title (in English)

#### 2. Number of Credits

X (X-X-X)

#### 3. Curriculum and Type of Subjects

This is the required major / free elective / elective major courses of .....  
program.

#### 4. Course Coordinators and Lecturers

Course coordinators' names  
Lecturers' names

#### 5. Trimester / Year of Study

Trimester /Semester...../ year of study (1<sup>st</sup>, 2<sup>nd</sup>, 3<sup>rd</sup>, or 4<sup>th</sup>)

**6. Pre-requisites (if any)**

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**7. Co-requisites (if any)**

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**8. Venue of Study**

Lecture: Day: ..... Time: ..... Room: .....

Laboratory: Day: ..... Time: ..... Room: .....

**9. Date of the Latest Revision**

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**10. Updated details of the course**

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Note: this course syllabus template is based on dimensions designed by The United Kingdom Professionals framework (UKPSF)

**Design and plan learning activities and/or programs of study (A1, UKPSF)**

Design and plan learning activities learning activities and/or programs of study. (TQF 3, teaching and learning process and activities, etc.)

**1. Philosophy, Vision, and Mission of Walailak University****Vision**

To be an institution of good governance, a source of knowledge for critical problems facing the nation, to unfailingly address community needs, and to strive for international recognition for excellence.

The university has 4 major commitments as follows:

1. To provide high level training for students, based on world standards, consistent with socio-economic development of the South of Thailand and Thailand as a whole;
2. To conduct research in order to develop new knowledge that can be of benefit to national progress, and help enhance international competitiveness of Thailand;

3. To provide and share expertise and technical services to organizations, both private and government sectors, including research and training and technological transfers in areas that help develop the region and country;
4. To act as a center for the conservation and restoration of art and culture.

## 2. Walailak University Graduate Attributes

Walailak University aims to discover, seek, maintain and disseminate knowledge and academic excellence for the progress of society. At the heart of its obligation is to develop individuals who are both professionally-competent and morally upright.

### Philosophy, Vision, and Mission of the Program

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### Program Graduate Attributes

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In addition to attributes specific to program the 21<sup>st</sup> skills are also featured in the program, including skills in communication, collaboration, critical thinking and creative thinking.

## 3. Course Objectives (Use the Bloom's Taxonomy as a guide to structure your course objectives) (Put in the black dots in the curriculum mapping in the TQF 2)

At the end of the trimester or semester, students should be able to :

- 1.1 .....
- 1.2 .....
- 1.3 .....

<h3>Teach and/or support learning (A2, UKPSF)</h3>
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Identify teaching methods/approaches to support learning

#### 1. Course Description

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#### 2. Credit Hours/Trimester or Semester

Lecture and other teaching activities (hours)				Laboratory/ Field Study/ Internship (hours)	Self-study (hours)
Lecture (hours)	Active learning for Formative assessment		Total hours		
	small class teaching (hours)	Other teaching activities (hours)			

\* small class teaching or other learning activities to support learning. These activities are additional to large class lecture.

**Teaching methods:** You can choose more than 1 method by put ✓ in ☐.

- |   |   |
|---|---|
| <input type="checkbox"/> Lecture-based          | <input type="checkbox"/> Discussion-based |
| <input type="checkbox"/> Demonstration-based    | <input type="checkbox"/> Project-based    |
| <input type="checkbox"/> Experimental-based     | <input type="checkbox"/> Laboratory       |
| <input type="checkbox"/> Autonomous Learning    | <input type="checkbox"/> Inquiry-based    |
| <input type="checkbox"/> Field Study            |   |
| <input type="checkbox"/> Group Study / Research |   |
| <input type="checkbox"/> Others .....           |   |

**Learning Approaches:** You can choose more than 1 method by put ✓ in ☐.

- |   |
|---|
| <input type="checkbox"/> Community-based Learning |
| <input type="checkbox"/> Flipped Classroom        |
| <input type="checkbox"/> Brain-based Learning     |
| <input type="checkbox"/> Experiential Learning    |
| <input type="checkbox"/> Problem-based Learning   |
| <input type="checkbox"/> Research-based Learning  |
| <input type="checkbox"/> Case-based Learning      |
| <input type="checkbox"/> Others .....             |

## Teaching Plan and Evaluation

Week No. (Hours) Date	Topics Lecturer/Instructor	Learning Objectives	The 21 <sup>st</sup> Century Skills	Teaching Methods/ Activities/Class management (K3, UKPSF: How students learn, both generally and within their subject/ disciplinary area)	Materials and Resources (K1, UKPSF: The subject materials)	Assignments/ Guided reading	Evaluation/ Criteria (K2, UKPSF: Appropriate methods for teaching, learning and assessing in the subject area and at the level of the academic program)
2 (2 hours) 4 March 2019	APPROACHES TO THE STUDY OF THIRD WORLD POLITICS COMPARATIVE POLITICS: THEORY AND METHODS				For example, Neuman, W. Lawrence. (2000). "Science and Research" (Chapter 1).	For example, What is Research?  • Why argument – advancing your own idea? • Finding out what others say vs demonstrating your own finding.	For example, This is to give students a very good grounding in research methods, which important to them doing well in their essays.

Week No. (Hours) Date	Topics Lecturer/Instructor	Learning Objectives	The 21 <sup>st</sup> Century Skills	Teaching Methods/ Activities/Class management (K3, UKPSF: How students learn, both generally and within their subject/ disciplinary area)	Materials and Resources (K1, UKPSF: The subject materials)	Assignments/ Guided reading	Evaluation/ Criteria (K2, UKPSF: Appropriate methods for teaching, learning and assessing in the subject area and at the level of the academic program)
						<ul style="list-style-type: none"> <li>What is data?</li> <li>Theories and Concepts</li> </ul> <p>(Ask as many questions as you can about research essay for this subject).</p>	

As mentioned above, generic skills on the 21<sup>st</sup> skills are emphasized across curricular. Details are as follows:

1. Literacy
2. Numeracy
3. Reasoning
4. Problem Solving
5. Critical Thinking
6. Collaboration
7. Communication
8. Computing
9. Career and Life skills
10. Cross-Cultural Skills

**Textbook** (The subject material (K1, UKPSF))

**1. Required Textbooks**

1. For example, Neuman, W. Lawrence. (2000). "Science and Research" (Chapter 1). In his **Social Research Methods: Qualitative and Quantitative Approaches** (4th ed.). Boston: Allyn and Bacon
- 2.

**3. Recommended Textbooks**

**4. scholarly articles** (There must always be journal articles as additional resources.)

Develop effective learning environments and approaches to student support and guidance (A4, UKPSF)

1. Consultation hours per week for individual students

Lecturing Team	Lecturer	Office Number	Phone Number	Email, LINE, Facebook, etc.	Consultation Time*
Lecturer					

\* Or other times as agreed by both student and lecturer.

Learning Supported Technologies/Applications (K4, UKPSF: The use and value of appropriate learning technologies)

- ☐ WU E-learning
 ☐ Facebook  
☐ Google Education
 ☐ Mobile applications  
☐ Others .....

Diverse Learners Support (V1, UKPSF: Respect individual learners and diverse learning communities, V2 , UKPSF: Promote participation in higher education and equality of opportunity for learners) (E.g. Learners' diversities are background knowledge and experience, ethnic, religion, etc. Learners' special needs are the visually impaired, the physically impaired, or those with the needs for technological support, etc.)

Types of Learners with special needs: (Please specify) .....(Optional)

Support plans and actions (Optional)

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Online activities and discussion (Optional)

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Learning skills advice (To encourage lifelong learning and enhance the students' learning strategies.)  
(Optional)

- 1.
- 2.

Course Policy/Regulations
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### Plagiarism

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Assess and give feedback to learners (A3, UKPSF)
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### The 21<sup>st</sup> Century Skills Enhancement

1. **Morality and ethics** (Include both black and white dots as appeared in the TQF 2. Those with black dots must be evaluated. Those with white dots should be introduced in the course but not necessary to be evaluated. Present each sub-topic in the different line.) (Must be conformed with the 21<sup>st</sup> Century Skills, WU graduate attributes, (A1, A3, and K2, UKPSF))

Morality and ethics skills/characteristics to be developed	Assessment methods
Be responsible, disciplined, honest, and punctual.	
Have public awareness and a good citizenship.	

2. **Knowledge**

(Follow TQF 2, Explain the overall picture then go into detail for each unit's content, activities, teaching and learning methods, and assessment methods. Each line, each topic)

Knowledge skills/characteristics to be developed	Assessment methods
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Knowledge skills/characteristics to be developed	Assessment methods
Be knowledgeable in the course subject-matters.	
Able to make connection and apply course subject-matters to real-life situations.	
Be a life-long learner.	

### 3. High order thinking

(Each topic, each line)

skills/characteristics to be developed	Assessment methods
Able to find facts, understand, and assess information from the evidence.	
Able to think and analyze systematically, be reasonable, creative, and imaginative.	
Adapt and apply information for the new knowledge development.	

### 4. Interpersonal relationship and responsibility

(Each topic, each line)

Interpersonal relationship and responsibility skills/characteristics to be developed	Assessment methods
Able to work with others and aware of self-role as the leader and team member.	
Help in group work with full capacity for the high quality outcomes.	
Make plan and responsible for learning for self-, professional, and	

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Interpersonal relationship and responsibility skills/characteristics to be developed	Assessment methods
societal development.	

## 5. Numeracy, communication, and information literacy skills

(Each topic, each line)

5. Numeracy, communication, and information literacy skills to be developed	Assessment methods
Able to communicate in Thai and English effectively and appropriately.	
Able to select and apply proper statistical or mathematical techniques in daily life.	
Have basic skills and able to apply ICT in communication, presentation, and research to seek knowledge continuedly.	

## Learning Outcome Assessment Plan (Every black dot in the TQF 2)

No.	Learning Outcomes (PLO)	Assessment Methods	Assignment submission deadline	Assessment Proportion (Percentage)
1				
2				
3				
4				
5				
6				

Assignment Criteria/Rubrics (Set the learning objectives. Is it group or individual work? Score proportion, assignment requirements and deadline, feedback, etc.)

Assessment form of .....

Learning Objective	
Individual / Group Assignment	
Score Proportion	
assignment requirements and deadline	

Submission Deadline				
Requirements	Scale (Adaptable)			
	4	3	2	1
1.				
2.				
3.				
4.				
5.				

**Feedback:** (Compulsory for every assignment. This is an important tool for lecturers to check if students meet the learning objectives. If not, lecturers should help students so they can achieve the learning objectives. (A3, UKPSF))

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### Grading Criteria

Using the eight level fixed rate assessment as shown in the following table

Grade Level	Meaning	Score	Grade Value
A	Excellent		4.0
B+	Very Good		3.5
B	Good		3.0
C+	Fairly Good		2.5
C	Fair		2.0
D+	Poor		1.5
D	Very Poor		1.0
F	Fail		0.0

I refers to "Incomplete Assessment"

W refers to "Withdraw"

### Lecturer's use only: For Future Improvement of the Course

Engage in continuing professional development in subjects/disciplines and their pedagogy, incorporating research, scholarship and the evaluation of professional practices (A5, UKPSF)

**Course Evaluation and Future Improvement** (Conform to K5, UKPSF: Methods for evaluating the effectiveness of teaching and K6, UKPSF: The implications of quality assurance and quality enhancement for academic and professional practice with a particular focus on teaching)

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1. Teaching Evaluation Strategy (Please put ✓ in ☐. You can choose more than 1 methods.)

- ☐ Every student evaluates
- ☐ By examining students' results
- ☐ Comments from examiner's meeting
- ☐ Others.....

2. Strategies for course effectiveness evaluation by students

- 2.1 .....
- 2.2.....

3. Teaching Future improvement

- 3.1.....
- 3.2.....

4. Evaluation of students' success in learning

- 4.1.....
- 4.2.....

5. Plans and actions for course improvement

- 5.1.....
- 5.2 .....

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Lecturer's use only

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6. Experience sharing on teaching and learning participation

6.1 Please select how you share your teaching and learning experiences by put ✓ in ☐. You can choose more than 1 methods.

- ☐ Participate in the university's monthly Teaching and Learning colloquium  
Please specify the month .....
- ☐ Publish an article in an online newsletter  
Please specify the newsletter detail .....
- ☐ Summarized the teaching and learning result in the template from  
to be gathered in Walailak Digital Learning Repository (WDLR)
- ☐ Publish in national or international journal  
Please specify the journal detail .....
- ☐ Presented in national or international conferences  
Please specify the conference's detail .....

6.2 Sharing results from 6.1

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