



Walailak University Language Institute

Course Syllabus

Trimester 1/2018

Course Code	Course Title	No. of Credits	Lecture Hours	Pre-requisite
GEN60-115	English in Health and Wellness	2 (1-2-3)	2 hrs. / Week	-
ENG-108	English in Health Sciences	1 (3-2-7)	2 hrs. / Week	-
ENG-108	English in Health Sciences	4 (3-2-7)	2 hrs. / Week	-

Course Coordinators:

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2. Aj. Krista Nido Office: C5-U4 Email: krista.nido@gmail.com

Course Lecturers:

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21. Aj. Shena Golosino Office: C5-U6 Email: shenago20@gmail.com
22. Aj. Van Thanh Lai Office: C5-W7 Email: thanhvan2812@gmail.com
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Course Description

Development of the four essential English skills: listening, speaking, reading and writing using health and wellness topics; knowing symptoms, causes, treatments, or preventions of selected health issues; synthesis of useful grammatical structures and vocabulary; learning by studying and presenting health issues of interest.

Course Objectives

1. Improve students' knowledge and English listening, speaking, reading comprehension, writing, and vocabulary skills in health contexts.
2. Develop confidence in applying English in the health contexts.

Learning Objectives

1. Students can use English fluently when it comes to asking and explaining symptoms, causes, treatments, and preventions of any disease and health topics.
2. Students can understand various forms of communication, such as text and conversation, in the topics related to health and wellness.

Tentative Evaluation of Achievement

Total score of 100 % consists of ...

Vocabulary	10%	Reading Comprehension	10%	Final Examination	35%
Speaking	15%	Writing & Grammar	10%		
Listening	10%	Homework	10%		

Tentative Grading Policies

1. The grading will be based on the normalize T-Score or other policy as the General Education Board agrees.
2. A student who will be absent from the final examination must inform the course coordinators in advance or by the examination day (26 October 2018, 4-6 PM) and shall provide proof of evidence of his/her absence (e.g. Medical Certification) as soon as possible. Students shall contact the course coordinators (Aj.Phitsinee Koad or Aj. Krista Nido) by themselves (via meeting face-to-face, telephone, or email) or may ask a friend or family member to do so. Or else he or she would not get the make-up examination.
3. Class attendance will be checked by the weekly vocabulary quiz which will be conducted in the first 15 minutes of every class. The students who attend classes less than 80% (10 classes) will automatically get "F".
4. The students who have to miss the class due to health or personal business reasons MUST let the lecturer know immediately by email, Facebook, Line message (must be a written evidence) and turn in the CES leave form by the following week.
5. The students who miss the quiz could have the make-up quizzes in week no. 12 ONLY IF they have submitted the leave form within ONE WEEK after they miss the class.
6. The students who miss any of the group or individual presentations could have the make-up presentations as appointed by the lecturers ONLY IF they have submitted the leave form within ONE WEEK after they miss the class.

Course Materials:

GEN60-115 Student's Book entitled "**English in Health and Wellness**" (Available at WU Bookstore)

Tentative Schedule for lectures and class activities

Week	Mon	Tue	Wed	Thu	Fri	Activities	Skill Assessed				
							Listening	Speaking	Reading	Writing	Vocabulary
1	30 Jul ^{H1}	31 Jul	01 Aug	02 Aug	03 Aug	- Course Introduction *	-	-	-	-	-

Tentative Schedule for lectures and class activities

Week	Mon	Tue	Wed	Thu	Fri	Activities	Skill Assessed				
							Listening	Speaking	Reading	Writing	Vocabulary
2 ^{P, Q1}	06 Aug	07 Aug	08 Aug	09 Aug	10 Aug	- Unit 1: Describing Problems					✓
3 ^{Q2}	13 Aug ^{H2}	14 Aug	15 Aug	16 Aug	17 Aug	- Role-play 1		✓		✓	✓
4 ^{Q3}	20 Aug	21 Aug	22 Aug	23 Aug	24 Aug	- Unit 2: First Aid and Medical Emergencies					✓
5 ^{Q4}	27 Aug	28 Aug	29 Aug	30 Aug	31 Aug	- Role-play 2		✓		✓	✓
6 ^{Q5}	03 Sep	04 Sep	05 Sep	06 Sep	07 Sep	- Unit 3: Infections & Diseases					✓
7 ^{Q6}	10 Sep	11 Sep	12 Sep	13 Sep	14 Sep	- Reading & Summary (Individual)			✓	✓	✓
8 ^{Q7}	17 Sep	18 Sep	19 Sep	20 Sep	21 Sep	- Unit 4: Health Issues					✓
9 ^{Q8}	24 Sep	25 Sep	26 Sep	27 Sep	28 Sep	- Flyer - A4 Presentation (Individual) *	✓	✓		✓	✓
10 ^{Q9}	01 Oct	02 Oct	03 Oct	04 Oct	05 Oct	- Flyer Presentation (Cont.) - Writing Test	✓	✓	✓	✓	✓
11 ^{Q10}	08 Oct	09 Oct	10 Oct	11 Oct	12 Oct	- Individual Interview + online review	✓	✓	✓		✓
12	15 Oct ^{H3}	16 Oct	17 Oct	18 Oct	19 Oct	- Individual Interview (Cont.) + online review	✓	✓	✓		✓

^P Pre-test on 8 Aug 2018 7-9 PM

^Q An online quiz will be given at the beginning of every class.

¹ A make-up class for 30 July 2018 is 4 August 2018.

² A make-up class for 13 August 2018 is 18 August 2018.

³ A make-up class for 15 October 2018 is 6 October 2018.

* Students have to select a disease or health issue since the beginning of the term.

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GEN60-115 Rubrics for Role-play 1

(Students MUST BRING this score form to class themselves or else they will not be evaluated.)

Subject: GEN60-115 or ENG-108

Section: _____

Date: _____

Name (English)	Student ID	Score	Minus	Note
1.				
2.				
3.				
4.				
5.				

Skills	Criteria	Points				Note
		0.5	1.0	1.5	2.0	
Speaking (6 Points)	Fluency					
	Accuracy					
	Pronunciation					
Grammar (4 Points)	Sentence Construction					
	Vocabulary Use					
Total (10 Points)						

Score Explanation

Skills	Criteria	Points			
		0.5	1.0	1.5	2.0
Speaking	Fluency	Hesitation, repetition, and self-correction are frequent and hinder effective communication.	Hesitation, repetition, and self-correction are often, but the messages are generally understandable.	The student only shows occasional hesitation, repetition, and self-correction.	The student does not show hesitation, repetition, and self-correction.
	Accuracy	Communication is totally confusing to the audience.	Communicates irrelevant and inaccurate information.	Communicates relevant information to the audience with minor mistakes.	Communicates relevant and accurate information effectively to the audience.
	Pronunciation	Frequently mumbles and mispronounces several key words in the presentation.	Speaks clearly and distinctly most of the time but mispronounces 2-5 words.	Speaks clearly and distinctly all of the time but mispronounces one word.	Speaks clearly and distinctly all the time and mispronounces no words.
Grammar & Writing	Sentence Construction	Most of the script-writing is not done in complete sentences.	Some of the script-writing is done in complete sentences.	Most of the script-writing is done in complete sentences.	All of the script-writing is done in complete sentences.
	Vocabulary Use	Inadequate use of vocabulary.	The students make use of an adequate range of vocabulary.	The students make use of a wide range of vocabulary and a limited number of language expressions.	The students make use of a wide range of vocabulary and a wide number of language expressions.

Comment: _____

GEN60-115 Rubrics for Role-play 2

(Students MUST BRING this score form to class themselves or else they will not be evaluated.)

Subject: GEN60-115 or ENG-108

Section: _____

Date: _____

Name (English)	Student ID	Score	Minus	Note
1.				
2.				
3.				
4.				
5.				

Skills	Criteria	Points				Note
		0.5	1.0	1.5	2.0	
Speaking (6 Points)	Fluency					
	Accuracy					
	Pronunciation					
Grammar (4 Points)	Sentence Construction					
	Vocabulary Use					
Total (10 Points)						

Score Explanation

Skills	Criteria	Points			
		0.5	1.0	1.5	2.0
Speaking	Fluency	Hesitation, repetition, and self-correction are frequent and hinder effective communication.	Hesitation, repetition, and self-correction are often, but the messages are generally understandable.	The student only shows occasional hesitation, repetition, and self-correction.	The student does not show hesitation, repetition, and self-correction.
	Accuracy	Communication is totally confusing to the audience.	Communicates irrelevant and inaccurate information.	Communicates relevant information to the audience with minor mistakes.	Communicates relevant and accurate information effectively to the audience.
	Pronunciation	Frequently mumbles and mispronounces several key words in the presentation.	Speaks clearly and distinctly most of the time but mispronounces 2-5 words.	Speaks clearly and distinctly all of the time but mispronounces one word.	Speaks clearly and distinctly all the time and mispronounces no words.
Grammar & Writing	Sentence Construction	Most of the script-writing is not done in complete sentences.	Some of the script-writing is done in complete sentences.	Most of the script-writing is done in complete sentences.	All of the script-writing is done in complete sentences.
	Vocabulary Use	Inadequate use of vocabulary.	The students make use of an adequate range of vocabulary.	The students make use of a wide range of vocabulary and a limited number of language expressions.	The students make use of a wide range of vocabulary and a wide number of language expressions.

Comment: _____

GEN60-115 Rubrics for Reading Task

(Students MUST BRING this score form to class themselves or else they will not be evaluated.)

Student ID: _____ Name (English): _____

Skills	Criteria	Points				Note
		0.5	1.0	1.5	2.0	
Reading (6 Points)	Key Idea					
	Connectivity					
	Text Summary					
Grammar (4 Points)	Sentence Construction					
	Vocabulary Use					
Total (10 Points)						

Score Explanation

Skills	Criteria	Points			
		0.5	1.0	1.5	2.0
Reading	Key Idea	Knows a few key ideas of the text.	Able to tell some key ideas of the text but mixed with the supporting details.	Able to catch the key ideas of the text but give too little or too much information.	Able to point out all key ideas of the text with clear and concise details.
	Connectivity	Very little connections among key ideas explained.	Show somewhat useful and related connections among key ideas.	Able to show most of the important connections among ideas.	Able to show important connections among idea with further analysis.
	Text Summary	Provide too little or too much information.	Provide somewhat useful information but not enough details.	Provide use useful information with some explanation.	Provide use useful information with clear and concise explanation.
Grammar & Writing	Sentence Construction	Most of the script-writing is not done in complete sentences.	Some of the script-writing is done in complete sentences.	Most of the script-writing is done in complete sentences.	All of the script-writing is done in complete sentences.
	Vocabulary Use	Inadequate use of vocabulary.	The students make use of an adequate range of vocabulary.	The students make use of a wide range of vocabulary and a limited number of language expressions.	The students make use of a wide range of vocabulary and a wide number of language expressions.

Comment: _____

GEN60-115 Rubrics for Flyer Presentation

(Students MUST BRING this score form to class themselves or else they will not be evaluated.)

Subject: GEN60-115 or ENG-108

Section: _____

Date: _____

Student ID: _____

Name (English): _____

Skills	Criteria	Points				Note
		0.5	1.0	1.5	2.0	
Speaking (6 Points)	Fluency					
	Accuracy					
	Pronunciation					
Reading (2 Points)	Text Summary					
Grammar (4 Points)	Sentence Construction					
	Vocabulary use					
Listening (2 Points)	Dealing with Questions					
Total (14 Points)						

Score Explanation

Skills	Criteria	Points			
		0.5	1.0	1.5	2.0
Speaking	Fluency	Hesitation, repetition, and self-correction are frequent and hinder effective communication.	Hesitation, repetition, and self-correction are often, but the messages are generally understandable.	The student only shows occasional hesitation, repetition, and self-correction.	The student does not show hesitation, repetition, and self-correction.
	Accuracy	Communication is totally confusing to the audience.	Communicates irrelevant and inaccurate information.	Communicates relevant information to the audience with minor mistakes.	Communicates relevant and accurate information effectively to the audience.
	Pronunciation	Frequently mumbles and mispronounces several key words in the presentation.	Speaks clearly and distinctly most of the time but mispronounces 2-5 words.	Speaks clearly and distinctly all of the time but mispronounces one word.	Speaks clearly and distinctly all the time and mispronounces no words.
Reading	Text Summary	Provide too little or too much information.	Provide somewhat useful information but not enough detailed.	Provide use useful information with some explanation.	Provide use useful information with clear and concise explanation.
Grammar & Writing	Sentence Construction	Most of the script-writing is not done in complete sentences.	Some of the script-writing is done in complete sentences.	Most of the script-writing is done in complete sentences.	All of the script-writing is done in complete sentences.
	Vocabulary Use	Inadequate use of vocabulary.	The students make use of an adequate range of vocabulary.	The students make use of a wide range of vocabulary and a limited number of language expressions.	The students make use of a wide range of vocabulary and a wide number of language expressions.
Listening	Dealing with Questions	Does not understand questions. Responds with minimum effort.	Responds with the non-related issue. Does not explain his/her answer.	Appropriately answer and responds to questions. Able to explain the answer a bit further.	Responds to questions appropriately with good and sufficient explanation.

Comment: _____

GEN60-115 Rubrics for Individual Interview

(Students MUST BRING this score form to class themselves or else they will not be evaluated.)

Subject: GEN60-115 or ENG-108

Section: _____

Date: _____

Student ID: _____

Name (English): _____

Skills	Criteria	Points				Note
		0.5	1.0	1.5	2.0	
Speaking (6 Points)	Fluency					
	Accuracy					
	Pronunciation					
Reading (2 Points)	Text Summary					
Grammar (4 Points)	Sentence Construction					
	Vocabulary Use					
Listening (2 Points)	Dealing with Questions					
Total (14 Points)						

Score Explanation

Skills	Criteria	Points			
		0.5	1.0	1.5	2.0
Speaking	Fluency	Hesitation, repetition, and self-correction are frequent and hinder effective communication.	Hesitation, repetition, and self-correction are often, but the messages are generally understandable.	The student only shows occasional hesitation, repetition, and self-correction.	The student does not show hesitation, repetition, and self-correction.
	Accuracy	Communication is totally confusing to the audience.	Communicates irrelevant and inaccurate information.	Communicates relevant information to the audience with minor mistakes.	Communicates relevant and accurate information effectively to the audience.
	Pronunciation	Frequently mumbles and mispronounces several key words in the presentation.	Speaks clearly and distinctly most of the time but mispronounces 2-5 words.	Speaks clearly and distinctly all of the time but mispronounces one word.	Speaks clearly and distinctly all the time and mispronounces no words.
Reading	Text Summary	Provide too little or too much information.	Provide somewhat useful information but not enough detailed.	Provide use useful information with some explanation.	Provide use useful information with clear and concise explanation.
Grammar & Writing	Sentence Construction	Most of the script-writing is not done in complete sentences.	Some of the script-writing is done in complete sentences.	Most of the script-writing is done in complete sentences.	All of the script-writing is done in complete sentences.
	Vocabulary Use	Inadequate use of vocabulary.	The students make use of an adequate range of vocabulary.	The students make use of a wide range of vocabulary and a limited number of language expressions.	The students make use of a wide range of vocabulary and a wide number of language expressions.
Listening	Dealing with Questions	Does not understand questions. Responds with minimum effort.	Responds with the non-related issue. Does not explain his/her answer.	Appropriately answer and responds to questions. Able to explain the answer a bit further.	Responds to questions appropriately with good and sufficient explanation.

Comment: _____



Sick/Business Leave during the Courses Request Form

Dear Lecturer

I (Mr./Mrs./Ms.) _____ Student ID Number _____,
 a diploma bachelor degree graduate student from _____ the school of _____,
 would like to request for my leave during term _____ academic year _____ for the following course(s)

No.	Course Code	Course Name / Section	② Lecturers' Opinion (Write your name in the printed letters)	③ Labs' Opinion (if needed)
1.			<input type="checkbox"/> Allow <input type="checkbox"/> Not allowed _____	<input type="checkbox"/> Make up <input type="checkbox"/> No make-up Date _____
2.			<input type="checkbox"/> Allow <input type="checkbox"/> Not allowed _____	<input type="checkbox"/> Make up <input type="checkbox"/> No make-up Date _____
3.			<input type="checkbox"/> Allow <input type="checkbox"/> Not allowed _____	<input type="checkbox"/> Make up <input type="checkbox"/> No make-up Date _____
4.			<input type="checkbox"/> Allow <input type="checkbox"/> Not allowed _____	<input type="checkbox"/> Make up <input type="checkbox"/> No make-up Date _____
5.			<input type="checkbox"/> Allow <input type="checkbox"/> Not allowed _____	<input type="checkbox"/> Make up <input type="checkbox"/> No make-up Date _____

From _____ to _____. My total leave duration is ____ day(s).

My leave is due to the reason that _____

In case of emergency, please contact me at this address: House No. _____ Village No. _____ Street/Road: _____

Sub-district: _____ District: _____ Province: _____ Postal Code: _____ Tel. _____

Student's Signature _____

(_____)

Date _____

- Note:**
1. The students must collect the signatures form to ① the academic advisor, ② the courses' lecturers, and ③ the laboratory's facilitators.
 2. The students submit the leave request form with signatures (①-③) to the CES officers
 3. In case of the sick leave, the **medical certificate(s)** from the government or private hospital is needed.
 4. The students who **forge any signatures** will be punished by the university.
 5. The students must photocopy the leave request as a backup evidence.

① Academic Advisor's Comment	④ CES Officer
<p style="text-align: center;">Signature _____ (_____) Date _____</p>	<p style="text-align: center;">Signature _____ (_____) Date _____</p>
Promulgated on 25 September 2017	



Sick/Business Leave during the Examination Request Form

Dear Lecturer

I (Mr./Mrs./Ms.) _____ Student ID Number _____,
 a diploma bachelor degree graduate student from _____ the school of _____,
 would like to request for my leave during the mid-term final examination in term _____ academic year _____
 for the following course(s)

No.	Course Code	Course Name / Section	② Lecturers' Opinion		
			Permission	Make Up Exam Date	Lecturers' Signature (In printed letters)
1.			<input type="checkbox"/> Allow <input type="checkbox"/> Not allowed		
2.			<input type="checkbox"/> Allow <input type="checkbox"/> Not allowed		
3.			<input type="checkbox"/> Allow <input type="checkbox"/> Not allowed		
4.			<input type="checkbox"/> Allow <input type="checkbox"/> Not allowed		
5.			<input type="checkbox"/> Allow <input type="checkbox"/> Not allowed		

From _____ to _____. My total leave duration is _____ day(s).

My leave is due to the reason that _____

In case of emergency, please contact me at this address: House No. _____ Village No. _____ Street/Road: _____

Sub-district: _____ District: _____ Province: _____ Postal Code: _____ Tel. _____

Student's Signature _____

(_____)

Date _____

- Note:**
1. The students must collect the signatures form to ① the academic advisor, ② the courses' lecturers, and ③ the dean/head of the department/head of the curriculum.
 2. The students submit the leave request form with signatures (①-③) to the CES officers
 3. In case of the sick leave, the **medical certificate(s)** from the government or private hospital is needed.
 4. The students who **forge any signatures** will be punished by the university.
 5. The students must photocopy the leave request as a backup evidence.

① Academic Advisor's Comment	③ Dean/head of the department or curriculum's Decision
_____ _____ Signature _____ (_____) Date _____	<input type="checkbox"/> Approved <input type="checkbox"/> Disapprove because _____ Signature _____ (_____) Date _____
④ Dear Lecturers	⑤ CES Officer
For your information and further action Signature _____ (_____) _____ CES Director Date _____	Informed lecturers via e-office on _____ Signature _____ (_____) Date _____
Promulgated on 25 September 2017	