

มคอ. 3 วิชา กส 4003 การอ่านและการเขียนภาษาอังกฤษระดับสูงสำหรับบัณฑิตศึกษา
 สำหรับนักศึกษาหลักสูตรปรัชญาดุษฎีบัณฑิต สาขาวิชากฎหมายเพื่อการบริหารการพัฒนา รุ่นที่ 1
 ภาคการศึกษา 1/2568 (ระหว่างวันที่ 23 สิงหาคม – 13 ธันวาคม 2568)
 อาจารย์ผู้บรรยาย รศ.ดร.ภัทราวุธ เจริญรูป

ครั้งที่	วันที่	รายละเอียดการบรรยาย	ผู้บรรยาย	ห้องบรรยาย
1	Sat 23 Aug 2025 (13.00-16.00)	Sentence structure: Classification and identification of sentence patterns Note prepared by Assoc. Prof. Dr.Patrawut Charoenroop (pp. 2-27)	รศ.ดร.ภัทราวุธ เจริญรูป	ห้อง 9010 ชั้น 9 อาคารนวมินทรราชินี
2	Sat 30 Aug 2025 (13.00-16.00)	Sentence structure: Classification and identification of sentence elements Note prepared by Assoc. Prof. Dr. Patrawut Charoenroop (pp. 2-27)	รศ.ดร.ภัทราวุธ เจริญรูป	ห้อง 9010 ชั้น 9 อาคารนวมินทรราชินี
3	Sat 13 Sep 2025 (13.00-16.00)	Sentence structure: Classification and identification of sentence interpretation Note prepared by Assoc. Prof. Dr.Patrawut Charoenroop (pp. 2-27)	รศ.ดร.ภัทราวุธ เจริญรูป	ห้อง 9010 ชั้น 9 อาคารนวมินทรราชินี
4	Sat 27 Sep 2025 (13.00-16.00)	Elements in the paragraph: Topic sentence and main idea Note prepared by Assoc. Prof. Dr.Patrawut Charoenroop (pp. 28-55)	รศ.ดร.ภัทราวุธ เจริญรูป	ห้อง 9010 ชั้น 9 อาคารนวมินทรราชินี
5	Sat 4 Oct 2025 (13.00-16.00)	Elements in the paragraph: Purpose and movement of thought Note prepared by Assoc. Prof. Dr.Patrawut Charoenroop (pp. 28-55)	รศ.ดร.ภัทราวุธ เจริญรูป	ห้อง 9010 ชั้น 9 อาคารนวมินทรราชินี
6	Sat 11 Oct 2025 (13.00-16.00)	Reading development and difficulties (Chapter 5) Reading Comprehension and Reading Comprehension	รศ.ดร.ภัทราวุธ เจริญรูป	ห้อง 9010 ชั้น 9 อาคารนวมินทรราชินี

ครั้งที่	วันที่	รายละเอียดการบรรยาย	ผู้บรรยาย	ห้องบรรยาย
		Difficulties Oakhill et al. (2019, pp. 83–115) First assignment submission		
7	Sat 18 Oct 2025 (13.00-16.00)	Reading development and difficulties (Chapter 5) Reading Comprehension and Reading Comprehension Difficulties Oakhill et al. (2019, pp. 83–115)	รศ.ดร.ภัทราวุธ เจริญรูป	ห้อง 9010 ชั้น 9 อาคารนวมินทรราชินี
8	Sat 25 Oct 2025 (13.00-16.00)	Research papers: Titles and abstracts (Academic writing) Wallwork & Southern (2020, pp. 1–14)	รศ.ดร.ภัทราวุธ เจริญรูป	ห้อง 9010 ชั้น 9 อาคารนวมินทรราชินี
9	Sat 1 Nov 2025 (13.00-16.00)	Research papers: Introduction and literature review (Academic writing) Wallwork & Southern (2020, pp. 15–20)	รศ.ดร.ภัทราวุธ เจริญรูป	ห้อง 9010 ชั้น 9 อาคารนวมินทรราชินี
10	Sat 8 Nov 2025 (13.00-16.00)	Research papers: Methods, results, tables (Academic writing) Wallwork & Southern (2020, pp. 21–30)	รศ.ดร.ภัทราวุธ เจริญรูป	ห้อง 9010 ชั้น 9 อาคารนวมินทรราชินี
11	Sat 15 Nov 2025 (13.00-16.00)	Research papers: Discussion, conclusion, review papers (Academic writing)	รศ.ดร.ภัทราวุธ เจริญรูป	ห้อง 9010 ชั้น 9 อาคารนวมินทรราชินี
12	Sat 22 Nov 2025 (13.00-16.00)	Readability, avoiding redundancy (Academic writing) Wallwork & Southern (2020, pp. 39–74)	รศ.ดร.ภัทราวุธ เจริญรูป	ห้อง 9010 ชั้น 9 อาคารนวมินทรราชินี
13	Sat 29 Nov 2025 (13.00-16.00)	Word order, sentence length, and paragraphing (Academic writing) Wallwork & Southern (2020, pp.75–91)	รศ.ดร.ภัทราวุธ เจริญรูป	ห้อง 9010 ชั้น 9 อาคารนวมินทรราชินี
14	Sat 6 Dec 2025 (13.00-16.00)	Punctuation, spelling using Google (Academic writing) Wallwork & Southern (2020, pp. 93–102)	รศ.ดร.ภัทราวุธ เจริญรูป	ห้อง 9010 ชั้น 9 อาคารนวมินทรราชินี
15	Sat 13 Dec 2025 (13.00-16.00)	APA 7th referencing style APA Manual 7th Edition Simplifies	รศ.ดร.ภัทราวุธ เจริญรูป	ห้อง 9010 ชั้น 9 อาคารนวมินทรราชินี

ครั้งที่	วันที่	รายละเอียดการบรรยาย	ผู้บรรยาย	ห้องบรรยาย
		for Easy Citation. (2021). Appearance Publishers. Third assignment submission		

Update 4/8/2025

การวัดผลการศึกษา (คะแนนเต็ม 100 คะแนน)

การวัดผล/อาจารย์ผู้วัดผล	วิธีการวัดผล	กำหนดการวัดผล	คะแนนรวม
รศ.ดร.กษมา สุวรรณรักษ์ (100 คะแนน)			
	Class Participation	10 %	100
	Writing Assignment 1	20 %	
	Writing Assignment 2	20 %	
	Mid-Semester Test	30 %	
	Final Exam/Assignment	20 %	



Advanced Reading and Writing in English for Graduate Studies
Graduate School of Language and Communication (GSLC)
Course Syllabus

Course code:	LC 4003 (Graduate School of Law)
Course name:	Advanced Reading and Writing in English for Graduate Studies (การอ่านและการเขียนภาษาอังกฤษระดับสูงสำหรับบัณฑิตศึกษา)
Semester:	1/2025
Academic year:	2025
Number of credits:	3
Class day/time:	Saturday 13.00–16.00
Pre-requisite:	N/A
Faculty/ Department	Graduate School of Language and Communication
Instructor:	Associate Professor Patrawut Charoenroop, Ph.D.
Instructor's email address:	patrawut.ch@gmail.com
Status	Required course
Curriculum	Doctor of Philosophy
Degree	Graduate
Instructor's office hours:	Saturday, 9.00–12.00

Course Description

Review of essential reading and writing strategies required to read and write academic English. Course contents include work on sentence structures, vocabulary and recognition of major thought relationships in paragraphs, as well as practice in reading and writing academic English.

Course Objectives

Upon completion of this course, learners will be able to

- 1) Use advanced reading strategies in their academic reading
- 2) Apply advanced writing techniques to their research writing

- 3) Analyze and evaluate reading and writing strategies used in their research field
- 4) Write a grammatically-correct and well-organized abstract for their research paper

Alignment between the program's expected learning outcomes (ELOs) relevant to the course and CLOs

Program ELOs	Level in Bloom's Taxonomy	CLOs
ELO1: Demonstrate awareness of moral and professional ethics in both personal and professional conduct.	Explain	CLO2
ELO2: Demonstrate knowledge of disciplinary and interdisciplinary theories and/or research methodologies in English language studies and teaching.	Understand	CLO1, CLO2
ELO3: Apply knowledge of theories, principles and techniques related to English language studies and teaching to develop communication competence.	Apply	CLO3, CLO6
ELO6: Analyze and critique issues related to English language studies and teaching in a theoretically and logically appropriate manner.	Modify	CLO4, CLO5

Grading components/assessment methods

Assessment method	Mark	Due date
Class attendance and participation	10%	-
Critical reflections on one grammatical-based topic	30%	October 11, 2025
Critical reflections on one content-based topic	30%	November 15, 2025
Critical reflections on one grammatical-based and content-based topic	30%	December 13, 2025

Details about each grading component

Class attendance and participation (10%)

The roll call will be done at the beginning of every class. Students coming to class later than 15 minutes can participate in the class but they will be marked as absent. Participation will be assessed based on their contribution to classroom activities.

Critical reflections (90%)

Students will choose three topics, one pertaining to the grammatical structures and the other related to the writing contents. Students are required to summarize the selected topics, find some relatable examples from reliable sources, and finally evaluate the selected topics in relation to the examples. The first assignment due date is on October 11, 2025. The second one is on November 15, 2025 and the last one is on December 13, 2025. On the due date, each assignment should be submitted before 4 p.m.

Grading rubrics

Grading rubrics GSLC has common criterion-referenced assessment rubrics for various types of students' work

(http://lc.nida.ac.th/main/public/webfiles/files/rubrics_pla.pdf).

Task	Source of reference
Class attendance and participation	Classroom Participation Grading Rubric (p.16)
Article critique	Essay and Annotated Essay Grading Rubrics (pp. 8–10)
Oral presentation	Oral Presentation Grading Rubric (p.15)
Final examination	Essay and Annotated Essay Grading Rubrics (pp. 8–10)

GSLC's coursework grading system

Score (%)	Course grade	Points	Brief description
90–100	A	4.0	Excellent
83–89	A-	3.7	Very good
74–82	B+	3.3	Good
65–73	B	3.0	Fairly good
56–64	B-	2.7	Almost good
47–55	C+	2.3	Fair
38–46	C	2.0	Almost fair

29–37	C-	1.7	Poor
21–28	D	1.0	Very poor
0–20	F	0.0	Failure
	I		Incomplete

Lesson plan

Meeting	Content	Teaching and Learning Activities	Assessment Methods (if any)	Relevant CLOs
[1] August 23	Sentence structure: Classification and identification of sentence patterns Note prepared by Assoc. Prof. Dr. Patrawut Charoenroop (pp. 2–27)	<ul style="list-style-type: none"> ■ Lecture ■ Case study ■ Class discussion ■ Research-based learning 	<ul style="list-style-type: none"> ■ Attendance and class participation 	CLO 1, 2, 3
[2] August 30	Sentence structure: Classification and identification of sentence elements Note prepared by Assoc. Prof. Dr. Patrawut Charoenroop (pp. 2–27)	<ul style="list-style-type: none"> ■ Lecture ■ Case study ■ Class discussion ■ Research-based learning 	<ul style="list-style-type: none"> ■ Attendance and class participation 	CLO 1, 2, 3
[3] September 13	Sentence structure: Classification and identification of sentence interpretation Note prepared by Assoc. Prof. Dr. Patrawut Charoenroop (pp. 2–27)	<ul style="list-style-type: none"> ■ Lecture ■ Case study ■ Class discussion ■ Research-based learning 	<ul style="list-style-type: none"> ■ Attendance and class participation 	CLO 1, 2, 3
[4] September 27	Elements in the paragraph: Topic sentence and main idea Note prepared by Assoc. Prof. Dr. Patrawut Charoenroop (pp. 28–55)	<ul style="list-style-type: none"> ■ Lecture ■ Case study ■ Class discussion ■ Research-based learning ■ Individual activity 	<ul style="list-style-type: none"> ■ Attendance and class participation ■ Oral presentation 	CLO 1, 2, 3
[5] October 4	Elements in the paragraph: Purpose and movement of thought Note prepared by Assoc. Prof. Dr. Patrawut Charoenroop (pp. 28–55)	<ul style="list-style-type: none"> ■ Lecture ■ Case study ■ Class discussion ■ Research-based learning 	<ul style="list-style-type: none"> ■ Attendance and class participation ■ Oral presentation 	CLO 1, 2, 3

		<ul style="list-style-type: none"> ■ Individual activity 		
[6] October 11	Reading development and difficulties (Chapter 5) Reading Comprehension and Reading Comprehension Difficulties Oakhill et al. (2019, pp. 83–115) First assignment submission	<ul style="list-style-type: none"> ■ Lecture ■ Case study ■ Class discussion ■ Research-based learning 	<ul style="list-style-type: none"> ■ Attendance and class participation 	CLO 2, 4, 5
[7] October 18	Reading development and difficulties (Chapter 5) Reading Comprehension and Reading Comprehension Difficulties Oakhill et al. (2019, pp. 83–115)	<ul style="list-style-type: none"> ■ Lecture ■ Case study ■ Class discussion ■ Research-based learning 	<ul style="list-style-type: none"> ■ Attendance and class participation 	CLO 2, 4, 5
[8] October 25	Research papers: Titles and abstracts (Academic writing) Wallwork & Southern (2020, pp. 1–14)	<ul style="list-style-type: none"> ■ Lecture ■ Case study ■ Class discussion ■ Research-based learning ■ Individual activity 	<ul style="list-style-type: none"> ■ Attendance and class participation ■ Oral presentation 	CLO 1, 2, 6
[9] November 1	Research papers: Introduction and literature review (Academic writing) Wallwork & Southern (2020, pp. 15–20)	<ul style="list-style-type: none"> ■ Lecture ■ Case study ■ Class discussion ■ Research-based learning 	<ul style="list-style-type: none"> ■ Attendance and class participation 	CLO 1, 2, 6
[10] November 8	Research papers: Methods, results, tables (Academic writing) Wallwork & Southern (2020, pp. 21–30)	<ul style="list-style-type: none"> ■ Lecture ■ Case study ■ Class discussion ■ Research-based learning ■ Individual activity 	<ul style="list-style-type: none"> ■ Attendance and class participation ■ Oral presentation 	CLO 1, 2, 6
[11] November 15	Research papers: Discussion, conclusion, review papers (Academic writing)	<ul style="list-style-type: none"> ■ Lecture ■ Case study ■ Class discussion 	<ul style="list-style-type: none"> ■ Attendance and class participation 	CLO 1, 2, 6

	Wallwork & Southern (2020, pp. 31–38) Second assignment submission	<ul style="list-style-type: none"> ■ Research-based learning 		
[12] November 22	Readability, avoiding redundancy (Academic writing) Wallwork & Southern (2020, pp. 39–74)	<ul style="list-style-type: none"> ■ Lecture ■ Case study ■ Class discussion ■ Research-based learning ■ Individual activity 	<ul style="list-style-type: none"> ■ Attendance and class participation ■ Oral presentation 	CLO 1, 2, 6
[13] November 29	Word order, sentence length, and paragraphing (Academic writing) Wallwork & Southern (2020, pp. 75–91)	<ul style="list-style-type: none"> ■ Lecture ■ Case study ■ Class discussion ■ Research-based learning 	<ul style="list-style-type: none"> ■ Attendance and class participation 	CLO 1, 2, 6
[14] December 6	Punctuation, spelling using Google (Academic writing) Wallwork & Southern (2020, pp. 93–102)	<ul style="list-style-type: none"> ■ Lecture ■ Case study ■ Class discussion ■ Research-based learning ■ Individual activity 	<ul style="list-style-type: none"> ■ Attendance and class participation ■ Oral presentation 	CLO 1, 2, 6
[15] December 13	APA 7th referencing style APA Manual 7th Edition Simplifies for Easy Citation. (2021). Appearance Publishers. Third assignment submission	<ul style="list-style-type: none"> ■ Lecture ■ Case study ■ Class discussion 	<ul style="list-style-type: none"> ■ Attendance and class participation 	CLO 1, 2, 6

References

APA Manual 7th Edition Simplifies for Easy Citation. (2021). Appearance Publishers.

Oakhill, J., Cain, K., & Elbro, C. (2019). Reading comprehension and reading comprehension difficulties. In D. A. Kilpatrick, R. M. Joshi, & R. K. Wagner (Eds), *Reading development and difficulties: Bridging the gap between research and practice* (pp. 83–115). Springer.

Wallwork, A., & Southern, A. (2020). *100 Tips to Avoid Mistakes in Academic Writing and Presenting*. Springer. <https://doi.org/10.1007/978-3-030-44214-9>

Teaching and learning activities that enhance life-long learning

Lecturing alone is inadequate to promote students' lifelong learning. Students in this course are encouraged to do research and create a small group project of their own interest. As an instructor of the course, I am responsible to inculcate lifelong learning habits in my students, motivating and providing them all the necessary resources to enable them to trace their personal interests and curiosity. Students are also urged to make use of the online resources and social media platforms.

Teaching and learning activities which allow students to participate responsibly in the learning process

The table below is taken from Hughes et al. (1992) to ensure that the teaching and learning activities in this course will facilitate students' learning process.

Stage of learning	Examples of related learning activities
Be introduced to it	Overviews, preliminary reading, listening to discussion, presentation, websites, media or video clip
Get to know more about it	Lectures, further reading, group discussion, demonstrations, asking questions, relating to earlier learning experience, interactive websites, audiovisual material, media, research projects
Try it out	Practical projects, discussion of ideas with peers and teachers, design tasks, structured experiences, writing
Get feedback	Informal and formal feedback with criteria from self, from peers and from teachers
Reflect, adjust and try again	Through contemplation, writing, reflective journals, discussion

Source: Hughes, C., Toohey, S., & Hatherley, S. (1992). Developing learning-centered trainers and tutors. *Studies in Continuing Education*, 14(1), 14–27.

Teaching and learning activities which involve active learning by the students

In this course, lecturing is mainly used as part of the teaching and learning activity; however, it is not the only activity to transmit understanding to students. Throughout the course, students are also encouraged to describe and explain selected case studies in the fields of academic reading and writing. Research examples in the students' field of study are also examined.

Teaching and learning activities that inculcate in students, new ideas, creative thought, innovation, and an entrepreneurial mindset

Dopson (2021) defines an entrepreneurial mindset as "...the attitude someone has to building a business. It means having an open mind, questioning everything, and being resilient". In this course, students have an opportunity to study current trends in academic reading and writing skills development. They will also receive feedback from peers apart from their lecturer. This activity will inculcate in students' open-mindedness, curiosity and resilience.

Course policy on plagiarism

Following the Plagiarism Policy and Procedures (pp. 3–5), "NIDA utilizes Turnitin software through which students are required to submit written work. Turnitin is an educational tool which students can use to check their assignments for similarities in millions of websites, articles, books and other student assignments which have also been submitted to the software. NIDA students have the opportunity to use Turnitin to check their own work for plagiarism and to make appropriate amendments before submitting the work for assessment."

Date on which this course specification was written

August 5, 2025