



มคอ. 3 รายละเอียดของรายวิชา
Course Specification

0115361 English for Media Literacy

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Course Description

Name of higher education institution: Thaksin University

Campus/ Faculty/ Department: Songkhla Campus/ Faculty of
Humanities and Social Sciences/
Department of Western Languages

Section 1 General Information

1. Code, Course Title, Pre-requisite, Co-course, Course Description

Principles of media literacy; English in different types of mass media; roles of media in daily lives, analysis of language strategies in advertising, sources and detection of several common types of media bias; presentation of cultural diversity in mass media

2. Course program and type

Bachelor's degree program:

- General Education
- Specialized Course
- Area Fundamental Course
- Major Course
- Compulsory Major Course
- Elective Major Course
- Minor Course
- Practical Experience Courses (If applicable)

3. Instructor responsible for the course and instructor(s) teaching the course

Irish Chan Sioson, Ph.D.

5. Term/ Class standing Term 1, 2024

6. Learning site

Thaksin University, Songkhla Campus
Humanities and Social Sciences

7. Date of latest TQF.3 improvement

6 June 2023

Section 2 Purpose and Objectives

1. Purpose of the course

For the students to learn/ be able to

- (1) explain and apply the principles of media literacy when analyzing various types of mass media
- (2) identify the different types of mass media
- (3) determine the roles of media in daily life
- (4) identify the sources of media bias
- (5) analyze the observance of cultural diversity in mass media

2. Course objective(s)

This course aims to develop the students' knowledge and critical thinking skills in analyzing the content and structure of various forms of media. The course also aims to encourage the students to express their ideas and feelings in creative ways using different forms of media in accordance to the principles of media literacy.

Section 3 Implementation Character

1. Number of hours spent by term

| Lecture | Additional Teaching | Practice/ Fieldwork | Self-Study |
|---------------------------------------|---------------------------------------|---------------------------------------|---------------------------------------|
| Number of hours per week 2 x 15 weeks | Number of hours per week 0 x 15 weeks | Number of hours per week 2 x 15 weeks | Number of hours per week 5 x 15 weeks |

2. Number of hours per week and channels for individual students; academic tutorials

4 hours per week

Section 4 Development of Students' Expected Learning Outcomes

1. Map of responsibility distribution

| Course | 1. Ethical Attainment | | | | 2. Knowledge | | | 3. Intellectual Skills | | 4. Interpersonal Relations and Responsibility | | | | | 5. Analytical Skills... | |
|--------------------------|-----------------------|-----|-----|-----|--------------|-----|-----|------------------------|-----|---|-----|-----|-----|-----|-------------------------|-----|
| | 1.1 | 1.2 | 1.3 | 1.4 | 2.1 | 2.2 | 2.3 | 3.1 | 3.2 | 4.1 | 4.2 | 4.3 | 4.4 | 4.5 | 5.1 | 5.2 |
| 0115461 Sociolinguistics | ● | ● | ● | | ● | | ● | ● | ○ | ● | | | ● | ● | ● | ● |

| Expected Learning Outcomes | Teaching Techniques | Methods of Evaluation |
|---|--|---|
| 1. Ethical Attainment | | |
| ● 1.1 To be endowed with ethical attainment with the qualities of discipline, honesty, sacrifice, politeness, humility, diligence, and endurance, and subscribing to self-sufficiency in the conduct of life. | Integration and use of different forms of media that emphasize cultures, values, and social issues | <ul style="list-style-type: none"> Students' attendance and punctuality Timely completion of tasks Group interaction academic honesty |
| ● 1.2 To feel responsibility toward self and society. | | |
| ● 1.3 To be aware of | | |

| Expected Learning Outcomes | Teaching Techniques | Methods of Evaluation |
|--|--|--|
| and realize the value of the dignity of man in a plural society as well as respect for human rights. | | |
| 2. Knowledge | | |
| <ul style="list-style-type: none"> ● 2.1 To possess the knowledge and understanding of various sciences about nature, life and society. | Recall and use vocabulary related to media literacy | <ul style="list-style-type: none"> • • Class participation/ recitation • Midterm exam • Final exam |
| <ul style="list-style-type: none"> ● 2.3 To know and understand the cultures of native speakers and international cultures. | | |
| 3. Intellectual Skills | | |
| <ul style="list-style-type: none"> ● 3.1 To possess a systematic analytical thinking process and to think critically, creatively, with the ability to solve problems and make rational decisions. | Demonstrate reasoning and critical thinking skills in discussing and evaluating the contents of various forms of media | <ul style="list-style-type: none"> • • Class participation/ recitation • Activities (Analysis tasks) • Mini-projects |
| <ul style="list-style-type: none"> ○ 3.2 To be determined to seek knowledge for lifelong | | |

| Expected Learning Outcomes | Teaching Techniques | Methods of Evaluation |
|---|--|--|
| learning with the ability to apply knowledge to local wisdom for creative treatment of society. | | |
| 4. Interpersonal Relations and Responsibility | | |
| <ul style="list-style-type: none"> ● 4.1 To respect social order and to be responsible to self, community, and society | Engage students in group or pair activities that build cooperation, accountability, and responsibility | <ul style="list-style-type: none"> ● Students' behaviour and language use towards the teacher and peers (observation) ● Self and peer evaluation |
| <ul style="list-style-type: none"> ● 4.4 To learn to live happily with members of a society with cultural diversity. | | |
| <ul style="list-style-type: none"> ● 4.5 To understand the cultures of native speakers of English and of other nationalities using English as medium of communication. | ● | |
| 5. Analytical Skills Dealing with Figures, Communication, and Application of Technology | | |
| <ul style="list-style-type: none"> ● 5.1 To possess the ability to search and collect data and to | Analysing and creating different media | <ul style="list-style-type: none"> ● Activities (analysis tasks) ● Responsible use of technology (academic honesty and handling of |

| Expected Learning Outcomes | Teaching Techniques | Methods of Evaluation |
|---|---|-----------------------|
| analyze, synthesize, and summarize points for effective presentation and communication through national language and second language. | <ul style="list-style-type: none"> Use appropriate presentation aids and videos to reinforce the lessons | equipment) |
| <ul style="list-style-type: none"> 5.2 To have the ability of choosing technology and information material appropriately and wisely. | | |

Section 5 Teaching Plan and Evaluation

1. Teaching Plan

| Week | Topic/ Detail | No. hours | | Instructional activities/ Media used | Instructor |
|------|--|-----------|----------|--|-------------------|
| | | Lecture | Practice | | |
| 1 | Course Orientation and Introduction Unit 1: Introduction to Media 1.1. Definition 1.2. Purpose 1.3. Forms 1.4. Mass communication and culture | 2 | 2 | Lecture Discussion Handouts/power point Worksheets Pair/ group work Games | Irish Chan Sioson |

| Week | Topic/ Detail | No. hours | | Instructional activities/ Media used | Instructor |
|------|---|-----------|----------|--|-------------------|
| | | Lecture | Practice | | |
| | 1.5. Media bias | | | | |
| 2 | Unit 2: Media literacy 2.1. Definition 2.2. Elements of media literacy 2.3. Media literacy skills 2.4. Key questions when analyzing media messages | 2 | 2 | Lecture Discussion Handouts/power point | Irish Chan Sioson |
| 3 | Unit 3: Media literacy in Practice 3.1. Comics 3.2. Analyzing comic strips | 2 | 2 | Lecture Discussion Handouts/power point Analysis task 1 | Irish Chan Sioson |
| 4 | Unit 3: Media literacy in Practice 3.3. social media 3.4. creative captioning | 2 | 2 | Lecture Discussion Handouts/power point | Irish Chan Sioson |
| 5 | Unit 3: Media literacy in Practice 3.5. analyzing social media posts, memes, 3.6. issues in social media | 2 | 2 | Lecture Discussion Handouts/power point Analysis task 2 Pair/ group work | Irish Chan Sioson |
| 6 | Unit 3: Media literacy in Practice 3.7. newspapers 3.8. analyzing news articles | 2 | 2 | Lecture Discussion Handouts/power point Pair/ group work | Irish Chan Sioson |
| 7 | Unit 3: Media literacy in Practice | 2 | 2 | Lecture Discussion Handouts/power | Irish Chan Sioson |

| Week | Topic/ Detail | No. hours | | Instructional activities/ Media used | Instructor |
|------|---|-----------|----------|---|-------------------|
| | | Lecture | Practice | | |
| | 3.9. analyzing news articles | | | point Analysis task 3 | |
| 8 | Consultation Preparation for the mini-project 1 | 2 | 2 | Progress report Consultation | Irish Chan Sioson |
| 9 | Mini project presentation Peer critique Self- evaluation | 2 | 2 | Peer and self- evaluation | Irish Chan Sioson |
| 10 | Unit 3: Media literacy in Practice 3.10. songs 3.11. analyzing songs | 2 | 2 | Oral presentations Peer evaluation rubric Self- evaluation rubric | Irish Chan Sioson |
| 11 | Unit 3: Media literacy in Practice 3.12. movies 3.13. analyzing movie clips | 2 | 2 | Lecture Discussion Handouts/power point Analysis task 4 | Irish Chan Sioson |
| 12 | Unit 3: Media literacy in Practice 3.12. advertisements 3.13. propaganda techniques 3. 14. Analyzing advertisements | 2 | 2 | Lecture Discussion Handouts/power point Analysis task 5 | Irish Chan Sioson |

| Week | Topic/ Detail | No. hours | | Instructional activities/ Media used | Instructor |
|--------------|---|-----------|-----------|--|-------------------|
| | | Lecture | Practice | | |
| 13 | Unit 3: Media literacy in Practice 3.15. Video games 3.16 challenges | 2 | 2 | Lecture Discussion Handouts/power point Analysis task 6 | Irish Chan Sioson |
| 14 | Unit 3: Media literacy in Practice 3.17. Radio 3.18. Television 3.19. Books | 2 | 2 | Lecture Discussion Handouts/power point Worksheets | Irish Chan Sioson |
| 15 | Mini- project 2 consultation, preparation | 2 | 2 | Progress report Group work Rehearsal | Irish Chan Sioson |
| 16 | Presentation of mini-project 2 Peer and self-evaluation Synthesis and review for the final exam | 2 | 2 | Presentations Peer evaluation rubric Self- evaluation | Irish Chan Sioson |
| 17 | - | | | | |
| | Final Examination | | | | |
| 18 | | | | | |
| Total | | 30 | 30 | | |

2. Plan of Evaluation of Expected Learning Outcomes

| No. | Expected Learning Outcomes | Method/ Type of Assessment | Week | Proportion of Assessment |
|-----|----------------------------|--|-------------------|--------------------------|
| 1 | Ethical attainment | Attendance Completion of tasks Academic honesty | Weeks 1-18 | 10% |

| No. | Expected Learning Outcomes | Method/ Type of Assessment | Week | Proportion of Assessment |
|-----|---|---|-----------------|--------------------------|
| 2 | Knowledge | Activities (Analysis tasks) | Week 3-15 | 35% |
| 3 | Intellectual skills | Mini project 1 Mini project 2 | Weeks 9, 18 | 30% |
| 4 | Interpersonal relations and responsibility | Attendance Completion of tasks Academic honesty | Weeks 1-18 | |
| 5 | Analytical Skills Dealing with Figures, Communication, and Application of Technology | Final exam | Weeks 10, 16 | 25% |
| | | | Total | 100 % |

Section 6 Instructional Resources

1. Textbooks, Principal Documents, and Vital Data

Handouts and worksheets

2. Recommended Documents and Data

Related print and online sources

Section 7 Evaluation and Improvement of Course Operation

1. Tactic of Evaluation of Course Effectiveness by Student

Course effectiveness based on students' feedback/ evaluation, consultations, observations and test results

2. Tactic of Evaluation of Teaching

There is a form of teaching evaluation issued by the University requiring evaluation of the teaching instructor by students every term.

Other forms of evaluation of teaching may be based on students' and teacher's self-evaluation as well as exam results and classroom observations.

3. Improvement of Teaching

Improvement of teaching will be based on students' feedback as well as ongoing cycle of review, implementation and evaluation of the course syllabus and classroom activities.

4. Verification of the Student's Standard of Course Achievement

Verification through examination results and results from their oral presentations, written outputs, and other classroom activities

5. Operations to Revise and Plan the Improvement of Course Effectiveness

Use students' evaluation, issues raised during teacher-student consultations and questions addressed by students during discussions as bases to craft further improvements of the course