

## COURSE OUTLINE FOR LA5002

<b>Academic Year</b>	2019-20	<b>Semester</b>	2
<b>Course Coordinator</b>	Mariyam Bee Abu Bakar		
<b>Course Code</b>	LA5002		
<b>Course Title</b>	Arabic Language Level 2		
<b>Pre-requisites</b>	Nil		
<b>No of AUs</b>	3		
<b>Contact Hours</b>	36 tutorial hours + 12hrs Online learning (3 Tutorial Hours per week, over 12 teaching weeks)		
<b>Proposal Date</b>	28 Feb 2019		

### Course Aims

This course is an unrestricted elective (UE) for any undergraduate student with an interest in the Arabic language and culture to further explore the basis of Modern Standard Arabic through interactive language activities. It begins with summarised revision of what have been covered in level 1 to acquiring more proficiency of basic Arabic language daily conversation and sentence structures that will be taught in a progressive manner. A comprehensive range of teaching aids & activities are used to engage you in interactive learning.

### Intended Learning Outcomes (ILO)

After completing LA9002 you will be able to:

1. **Read, interpret and comprehend** simple authentic spoken, written and multimedia content (video) on familiar topics and address comprehension questions related to these
2. **Communicate** at a beginner's level that allows you to exchange basic information in the past & present tense about yourself and others, family, hobbies, likes and dislikes and housing,
3. **Construct** simple sentences and questions in response to basic everyday communicative situations, such as yourself, your family, thing/object, place/direction, food, and time

### Course Content

Through a wide range of learning materials, such as notes, videos, readings, group and paired work and class activities, you will be able to: exchange personal information, describe things and people and locate them, express likes and dislikes, as well as express habitual actions and its frequency. The languages of instruction will be English and Arabic, with increasingly more Arabic as the course progresses.

**Assessment (includes both continuous and summative assessment)**

<b>Component</b>	<b>Course LO Tested</b>	<b>Related Programme LO or Graduate Attributes</b>	<b>Weighting</b>	<b>Team / Individual</b>	<b>Assessment Rubrics</b>
CA1: <b>Written I</b> Week 7	LO 1	Competence, Civic mindedness (Global Citizenry), Communication	15%	Individual	Writing and learnt grammar
CA2: <b>Listening</b> Week 7	LO 1 & 2	Competence, Civic mindedness (Global Citizenry), Communication, Creativity, Character	10%	Individual	Listening Comprehension
CA 3: <b>Written II</b> Week 11	LO 1,2,3	Competence, Civic mindedness (Global Citizenry), Communication	30%	Individual	Writing and learnt grammar
CA4: <b>Oral I</b> Reading & Oral Week 13	LO 1,2	Competence, Civic mindedness (Global Citizenry), Communication, Creativity, Character	15%	Individual	Appendix 1: Oral expression
CA5: <b>Oral II</b> Role Play Week 13	LO 1,2	Competence, Civic mindedness (Global Citizenry), Communication	15%	Individual & Team work	Appendix 2: Oral expression
CA6: <b>E- Worksheets &amp; Participation</b>	ALL	Competence, Civic mindedness (Global Citizenry), Communication, Creativity, Character	15%	Individual	Appendix 4: Active participation in class activities,
<b>Total</b>			<b>100%</b>		

**Formative feedback**

Formative assessment is integrated into the classroom practice to provide feedback on the learning progress to both, students, and teachers. All assessments in the course will receive feedback in a prompt and informative manner with specific reference to the Intended Learning Outcomes during or after the learning activity.

Tools used for formative assessment and learning implemented in this course are:

- **Classroom tasks:** Oral or written feedback for the tasks performed in groups or individually during each class session is given to you.
- **Oral & Written test:** Individual oral feedback on the communication and written skills are given to students after the summative assessment.

## Learning and Teaching approach

Approach	How does this approach support students in achieving the learning outcomes?
Students as partners	Learner's motivation in learning the language through interactive activities in class, e-worksheets, and peer work. In the classroom, teacher-student and student-student communication in the target language is important to facilitate learning.
Think-pair-share activities	You will be encouraged to participate in role-plays and debates during the tutorial to understand the topics taught. Topics will vary depending on the lesson: describing objects, indicating place and direction, shopping, and bargaining, ordering Thai food, etc. You will be using documents or audiovisual materials posted on NTULearn for the flipped classroom to get prepared for the interactive activities in class.

## Reading and References

### 1. Course book,

- Mariyam Bee.2019. Arabic Language Level 2 (Print + Digital resource)

### 2. E-Book: The world of Omar and Mariam, <http://omarmariam.irsyad.sg/>

## Course Policies and Student Responsibilities

### (1) General

You are expected to complete all assigned pre-class and post-class activities, attend all tutorial classes punctually and take all scheduled assignments and tests by due dates. You are expected to take responsibility to follow up with course notes, assignments and course related announcements for tutorial sessions you have missed. You are expected to participate in all tutorial discussions and activities.

### (2) Absenteeism

If you miss a tutorial session, you must inform your instructor via email prior to the start of the class. Absence from class without a valid reason will affect your overall course grade. Valid reasons include falling sick supported by a medical certificate and participation in NTU's approved activities supported by an excuse letter from the relevant bodies. There will be no make-up opportunities for in-class activities.

Please note that you will be awarded a zero grade if you do not attend any of your assessments. In order to be eligible for a re-test you have to inform your tutor and the Arabic Language Coordinator before the test date/time. Moreover, you need to email a digital copy of your supporting documents on the same day to the same people. Remember that these documents also have to be submitted to your school for evaluation. If they warrant an excused absence, you will be granted an alternative test date. If a re-test is granted and scheduled, you have to attend the re-test on the day and time provided; otherwise you will be awarded a zero grade.

## Academic Integrity

Good academic work depends on honesty and ethical behaviour. The quality of your work as a student relies on adhering to the principles of academic integrity and to the NTU Honour Code, a set of values shared by the whole university community. Truth, Trust and Justice are at the core of NTU's shared values.

As a student, it is important that you recognize your responsibilities in understanding and applying the principles of academic integrity in all the work you do at NTU. Not knowing what is involved in maintaining academic integrity does not excuse academic dishonesty. You need to actively equip yourself with strategies to avoid all forms of academic dishonesty, including plagiarism, academic fraud, and collusion and cheating. If you are uncertain of the definitions of any of these terms, you should go to the [academic integrity website](#) for more information. Consult your instructor(s) if you need any clarification about the requirements of academic integrity in the course.

### Course Instructors

Instructor	Office Location	Phone	Email
Mariyam Bee Abu Bakar	HSS-04-39	65927533	<a href="mailto:Arabic@ntu.edu.sg">Arabic@ntu.edu.sg</a>

### Planned Weekly Schedule

Week	Topic	Course LO	Readings/ Activities
1	<b>NO LESSONS</b>		
2	<b>Lesson 1</b> Revision of Arabic Level 1 <ul style="list-style-type: none"> <li>- Introducing oneself: asking for and giving one's name, common greetings.</li> <li>- Pronoun: 1<sup>st</sup>, 2<sup>nd</sup> &amp; 3<sup>rd</sup> person (أنا، أنت، هو، هي)</li> <li>- Interrogatives: 'Yes/No particle?'</li> <li>- Interrogatives: 'what'</li> <li>- Possessive endings: 'my/your' (بي، إيك)</li> <li>- Masculine &amp; Feminine</li> <li>- Simple Sentence Structure</li> </ul>	LO 1 - 3	1. Oral group assignment  2. Post-class Activity (e-learning)
3	<b>Lesson 2</b> Revision of Arabic Level 1 <ul style="list-style-type: none"> <li>- Introduction of family</li> <li>- Interrogatives: 'who'</li> <li>- Talking about nationalities</li> <li>- Interrogatives: 'where _ from'</li> <li>- Telling telephone numbers</li> <li>- Pronoun: third person singular: 'we'</li> <li>- Vocabs: Things in school</li> <li>- Possessive endings: 'my/your' (بي، إيك) + (هنا، أنا)</li> <li>- Demonstrative Pronoun هَذَا، هَذِهِ</li> </ul>	LO 1 - 3	1. Oral group assignment  2. Post-class Activity (e-learning)
4	<b>Lesson 3</b> <ul style="list-style-type: none"> <li>- <b>Theme:</b> Talking about professions</li> <li>- Interrogatives: 'what'</li> <li>- Prepositions: في، من، إلى</li> <li>- Types of words</li> <li>- Past Tense (I, you(m), you(f)) I</li> </ul>	LO 1 - 3	1. Oral group assignment  2. Post-class Activity (e-learning)

	<ul style="list-style-type: none"> <li>- Reading Passage, comprehension, composition</li> </ul>		
5	<b>Lesson 4</b> <ul style="list-style-type: none"> <li>- <b>Theme:</b> Asking for locations</li> <li>- Interrogatives: 'where' أَيْنَ</li> <li>- Interrogatives: 'with who' مَعَ مَنْ</li> <li>- Prepositions عَلَى بِـ</li> <li>- Past Tense II (He, She, We)</li> <li>- Reading Passage, comprehension, composition</li> </ul>	LO 1 - 3	1. Oral group assignment 2. Post-class Activity (e-learning)
6	<b>Lesson 5</b> <ul style="list-style-type: none"> <li>- <b>Theme:</b> Days in week</li> <li>- Describing simple daily activities</li> <li>- Interrogatives: 'when' مَتَى</li> <li>- Present Tense I (I, you(m), you(f), We)</li> <li>- Reading Passage, comprehension, composition</li> </ul>	LO 1 - 3	1. Oral group assignment 2. Post-class Activity (e-learning)
7	<ul style="list-style-type: none"> <li>- <b>CA 1:</b> Written I</li> <li>- <b>CA 2:</b> Listening Comprehension</li> </ul>		<b>CA 1:</b> - Vocabulary - Tense Conjugation <b>CA 2:</b> - Listening
RECESS WEEK - NO LESSONS			
8	<b>Lesson 6</b> <ul style="list-style-type: none"> <li>- <b>Theme:</b> Restaurant</li> <li>- Talking about food</li> <li>- Introducing I want to .....'</li> <li>- Harf Nasb: أَنْ, sentence structure</li> <li>- Introducing negatives: 'I don't want.</li> <li>- Negative + Verb لَا</li> <li>- Reading Passage, comprehension, Composition</li> </ul>	LO 1 - 3	
9	<b>Lesson 7</b> <ul style="list-style-type: none"> <li>- <b>Theme:</b> Shopping</li> <li>- Numbers 10 - 1000</li> <li>- Interrogatives: 'how much/many'</li> <li>- Interrogatives: 'Which'</li> <li>- Negative + Noun لَيْسَ</li> <li>- Present Tense II (He, She, Them)</li> <li>- Reading Passage, comprehension</li> <li>- Composition</li> </ul>	LO 1 - 3	1. Oral group assignment 2. Post-class Activity (e-learning)
10	<b>Lesson 8</b> <ul style="list-style-type: none"> <li>- <b>Theme:</b> Hobbies</li> <li>- Plural مُذَكَّرٌ &amp; مُؤَنَّثٌ سَالِمٌ</li> <li>- The use of particle لِ for both verbs &amp; nouns</li> <li>- Reading Passage, comprehension</li> </ul>	LO 1 - 3	1. Oral group assignment 2. Post-class Activity (e-learning)

	- Composition		
11	<ul style="list-style-type: none"> <li>- Module Revision</li> <li>- <b>CA3: Written II</b></li> </ul>	LO 1 - 3	Revision activities.  <b>CA3: Test</b> - Reading comprehension, basic writing skills (vocab, grammar & phrases)
12	<b>Lesson 9</b> <ul style="list-style-type: none"> <li>- <b>Theme:</b> Daily Activity</li> <li>- Opposites</li> <li>- Imperative Tense أَنْتَ &amp; أَنْتِ</li> <li>- Arabic greetings</li> <li>- <i>Zharf</i> (Preposition): Under / Above / Right / left تحت / فوق / يمين / يسار</li> <li>- Summary of tenses</li> <li>- Reading Passage,</li> </ul>	LO 1 - 3	1. Oral group assignment 2. Post-class Activity (e-learning)
13	<ul style="list-style-type: none"> <li>- <b>TEST feedback + Q&amp;A.</b></li> <li>- <b>CA 4 ORAL TEST: Oral</b></li> <li>- <b>CA 5 ORAL TEST: Role-Play</b></li> </ul>	LO 1 - 3	<b>CA4: Oral</b> <b>CA 5 Role-Play</b>

## Appendix 1: Assessment Criteria for CA4

### A. Fluency & Pronunciation \_\_\_\_\_ / 10 points

excellent		good		satisfactory		adequate		inadequate		insufficient
10	9	8	7	6	5	4	3	2	1	0

### B. Content & Quality of Questions \_\_\_\_\_ / 10 points

excellent		good		satisfactory		adequate		inadequate		insufficient
10	9	8	7	6	5	4	3	2	1	0

### C. Appropriateness of Responses \_\_\_\_\_ / 10 points

excellent		good		satisfactory		adequate		inadequate		insufficient
10	9	8	7	6	5	4	3	2	1	0

**Total:** \_\_\_\_\_ / 30 points

## Appendix 2: Assessment Criteria for CA5 Oral Test

### Assessment for Individual

#### A. Fluency & Pronunciation \_\_\_\_\_ / 10 points

excellent		good		satisfactory		adequate		inadequate		insufficient
10	9	8	7	6	5	4	3	2	1	0

**B. Correctness** \_\_\_\_\_ / 10 points

excellent		good		satisfactory		adequate		inadequate		insufficient
10	9	8	7	6	5	4	3	2	1	0

**C. Appropriateness of Responses** \_\_\_\_\_ / 10 points

excellent		good		satisfactory		adequate		inadequate		insufficient
10	9	8	7	6	5	4	3	2	1	0

**Total:** \_\_\_\_\_ / 30 points**Assessment as a team****A. Content** \_\_\_\_\_ / 10 points

excellent		good		satisfactory		adequate		inadequate		insufficient
10	9	8	7	6	5	4	3	2	1	0

**B. Appropriateness of Responses & Collaboration** \_\_\_\_\_ / 10 points

excellent		good		satisfactory		adequate		inadequate		insufficient
10	9	8	7	6	5	4	3	2	1	0

**Total:** \_\_\_\_\_ / 20 points**Appendix 3: Assessment Criteria for E-Worksheets****E-Worksheets (100 points):**

Students need to complete all E-Worksheets.

- Full marks if all E-Worksheets were attempted and submitted with 80% or higher.
- 10 marks deduction for each E-Worksheet that was not attempted or submitted with 0-10 points.
- 5 marks deduction for each E-Worksheet attempted and submitted below 80%.

**Appendix 4: Assessment Criteria for Participation****Classroom participation (10 points)**

Students ought to participate actively in all classroom activities.

Active participation:

- **10-7 points** for extremely active participation (group discussion, activities, asking and answering questions). Always comes prepared to class.
- **6-4 points** for regular participation, active in group discussion and activities, yet offers answers mostly after being called upon. Usually comes prepared to class.

- **3-1 points** for adequate participation, moderately active in-group discussions, yet only offers answers on being called upon. Is sometimes unprepared and might not have watched some of the E-Lessons.
- **0 points** for students who show no active participation, who do not participate in-group discussions, are not prepared, and have not watched several E-Lessons before class.