



<b>Course Code</b>	LM5005
<b>Course Title</b>	Malay Level 5
<b>Pre-requisites</b>	Malay Level 4 (LM5004) or placement test.
<b>No of AUs</b>	3
<b>Contact Hours</b>	48 (4 tutorial hours per week, conducted over 12 teaching weeks)

### Course Aims

This course is an broadening and deepening elective (BDE) for any undergraduate student who already possess a level of proficiency in the language equivalent to LM5004. LM5005 will teach you the Malay language to the level of B1 for the Common European Framework of Reference for Languages (CEFR). Through a facilitation and learner-centric teaching approach you will further develop your Malay language ability at an intermediate level. You will train the four fundamental language skills: reading, writing, listening, and speaking. This course will enhance your understanding of the Malay language and culture through a variety of classroom discussions, peer-teaching, and presentations. This course will enable you to communicate independently and confidently with speakers of Malay language on a variety of topics.

### Intended Learning Outcomes (ILO)

After completing LM5005, you will be able to:

1. Identify and interpret information accurately from a variety of authentic Malay texts on present-day topics that use intermediate level of grammatical structures and vocabulary.
2. Write more complex connected text such as essays and emails, discussing and expressing your opinions on contemporary and familiar topics.
3. Discuss and debate present-day topics, such as film, economy, politics, health, law and travel.
4. Communicate at an intermediate level when performing various real-life tasks.
5. Produce a presentation on a Malay cultural topic with appropriate commentary and reflection.

### Course Content

List of key topics taught.

#### Topics

- Personal life events
- Travel
- Living abroad
- Public services
- World issues
- Economy
- Shops & shopping
- Customs & traditions
- Common taboos

- Language in the palace
- In the courtroom
- Film & literature
- Herbs & plants
- Traditional medicine
- Health issues

#### Grammar

- Prepositions
- Adverbs
- Adjectives
- Reduplication
- Negatives
- Interjections
- Affixes

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

Component	ILO Tested	Related Programme LO or Graduate Attributes	Weighting	Team/ Individual	Assessment Rubrics
1. Continuous Assessment 1 (CA1): Written 1 (Grammar & Listening)	1 & 2	Competence, Civic mindedness (Global Citizenry, Creativity)	15%	Individual	N.A.
2. Continuous Assessment 2 (CA2): Oral 1 (Presentation of topics.)	3, 4 & 5	Communication, Creativity, character	20%	Individual	Please refer to appendix 1 for assessment rubrics.
3. Continuous Assessment 3 (CA3): Written 2 (Grammar & Writing)	1 & 2	Competence, Civic mindedness (Global Citizenry), Character	20%	Individual	Please refer to appendix 2 for assessment rubrics.
4. Continuous Assessment 4 (CA4): (Listening Comprehension)	1 & 2	Competence, Civic mindedness (Global Citizenry, Creativity)	15%	Individual	N.A.
5. Continuous Assessment 5 (CA5): Oral 2 (Role Play)	3, 4 & 5	Communication, Creativity, character	20%	Individual / Team	Please refer to appendix 3 for assessment rubrics.

6. Continuous Assessment 6 (CA6): Participation	All	Competence, Civic mindedness (Global Citizenry), Communication, Creativity	10%	Individual	Please refer to appendix 4 for assessment rubrics.
<b>Total</b>			100%		

**Formative feedback**

You will be provided with feedback on all your assessments. You will receive both written and verbal feedback. Error analysis will be carried out after every assessment, and you will be guided on ways to improve your performance for the subsequent assessments.

**Learning and Teaching approach**

Approach	How does this approach support you in achieving the learning outcomes?
Students as partners	Learner driven learning which encourages questioning, while relying on peer teaching by deflecting questions to peers (team members and/or class).
Project Discovery	The course adopts the “Project Discovery” approach, which focuses on inculcating a culture of proactive individual and collaborative learning. The roles of the instructors are to facilitate discussion and to guide you to acquire fundamental concepts. You are expected to adopt, adapt and synthesise the acquired concepts and theories into practice. Self-practice questions and real-life communicative tasks will be made available to develop your individual learning abilities and attitudes toward active learning. You may attempt the self-practice questions anytime, anywhere, and you can revisit the self-practice questions as many times as you want.

**Reading and References**

1. Hani Mustafa, 2017. *Basic Malay for Daily Use: A Course Guide for Teaching and Learning Malay Level 3*. Singapore: EDN Media Pte Ltd.
2. Liaw Yock Fang, 2005. *Malay for Daily Use*. Kuala Lumpur: Marshall Cavendish (M ) Sdn. Bhd.
3. Zahara Othman and Sutanto Atmosumarto,1995. *Colloquial Malay*. London: Routledge.

**Course Policies and Student Responsibilities**

**1. General**

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

**2. Absenteeism**

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 **before** the test date/time. In addition, you need to email a 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.

### 3. Online Discussion Board

You are required to submit online compulsory assignments on due dates. You should follow the guidelines provided for each of the written practices. Your participation should be personal and in no way, you should submit the work of another person as this will be considered a form of academic dishonesty and will be treated as such. Remember that participating in the discussion board will help you improve your written skills in Malay and will prepare for the written tests. This is a part of your participation marks.

### 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, 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
Hani Mustafa	HSS-04-53	65138123	crhani@ntu.edu.sg

### Planned Weekly Schedule

Week	Topic	ILO	Readings/ Activities
1	No Lesson		
2	Lesson 1 <ul style="list-style-type: none"> <li>• Overview of course</li> <li>• Making introductions</li> <li>• Describing past events</li> </ul> Lesson 2 <ul style="list-style-type: none"> <li>• Travel</li> <li>• Describing plans</li> <li>• Prepositions</li> </ul>	1, 2, 3, 4, 5	Quiz, Ice-breaker, group activities.  *Making & presenting your travel plans.
3	Lesson 1 <ul style="list-style-type: none"> <li>• Living abroad</li> <li>• Adverbs</li> </ul>	1, 2, 3, 4, 5	Quiz, language exercises.

	<p>Lesson 2</p> <ul style="list-style-type: none"> <li>• Feelings &amp; emotions</li> <li>• Adjectives</li> </ul>		*Playing aunt-agony.
4	<p>Lesson 1</p> <ul style="list-style-type: none"> <li>• Public services</li> <li>• Giving feedback</li> </ul> <p>Lesson 2</p> <ul style="list-style-type: none"> <li>• World issues</li> <li>• Reduplication</li> </ul>	1, 2, 3, 4	<p>Group discussion and presentation</p> <p>Language exercises</p> <p>*Debate</p>
5	<p>Lesson 1</p> <ul style="list-style-type: none"> <li>• Economy</li> <li>• Negatives</li> </ul> <p>Lesson 2</p> <ul style="list-style-type: none"> <li>• Shops in town</li> <li>• Interjections</li> </ul>	1, 2, 3, 4	<p>Group discussion and presentation</p> <p>Language exercises</p> <p>*Giving and commenting on product review.</p>
6	<p>Lesson 1</p> <ul style="list-style-type: none"> <li>• Language in the palace</li> <li>• Forms of address</li> </ul> <p>Lesson 2</p> <ul style="list-style-type: none"> <li>• Customs &amp; traditions</li> <li>• Common taboos</li> </ul>	1, 3, 4, 5	<p>Video, quizzes.</p> <p>*role-play on visiting the palace.</p>
7	<ul style="list-style-type: none"> <li>• Assessment: CA1 - Written 1</li> <li>• Assessment: CA2 - Oral 1</li> </ul>	1, 2, 3, 4, 5	Assessment
8	<p>Lesson 1</p> <ul style="list-style-type: none"> <li>• Affixes – verb forming.</li> <li>• CA feedback.</li> </ul> <p>Lesson 2</p> <ul style="list-style-type: none"> <li>• Affixes – noun forming.</li> </ul>	1, 2	<p>Language games</p> <p>Language exercises</p>
9	<p>Lesson 1</p> <ul style="list-style-type: none"> <li>• Affixes – adjectives forming.</li> <li>• Confixes.</li> </ul> <p>Lesson 2</p> <ul style="list-style-type: none"> <li>• Film &amp; literature</li> <li>• Classical Malay</li> </ul>	1, 2, 5	<p>Language exercises</p> <p>*Poetry writing.</p>
10	<p>Lesson 1</p> <ul style="list-style-type: none"> <li>• Herbs &amp; plants</li> <li>• Making healthy recipe</li> </ul> <p>Lesson 2</p> <ul style="list-style-type: none"> <li>• Assessment: CA3 - Written 2</li> </ul>	1, 2, 3, 4, 5	*My healthy recipe.

11	<p>Lesson 1</p> <ul style="list-style-type: none"> <li>• Health issues</li> <li>• Dealing with pandemic</li> <li>• CA feedback.</li> </ul> <p>Lesson 2</p> <ul style="list-style-type: none"> <li>• Traditional medicine</li> <li>• Healing &amp; recuperating</li> </ul>	1, 2, 3, 4, 5	<p>Video, group discussion</p> <p>*Role Play</p>
12	<p>Lesson 1</p> <ul style="list-style-type: none"> <li>• In the court room</li> <li>• Common legal terms</li> </ul> <p>Lesson 2</p> <ul style="list-style-type: none"> <li>• Filing a report</li> <li>• Crime &amp; Mysteries</li> </ul>	1, 2, 3, 4	<p>Group discussion</p> <p>*Solving crime cases.</p>
13	<p>Lesson 1</p> <ul style="list-style-type: none"> <li>• Assessment: CA4 – Listening.</li> <li>• Role-Play activities.</li> </ul> <p>Lesson 2</p> <ul style="list-style-type: none"> <li>• Assessment: CA5 - Oral 2</li> <li>• End of course feedback</li> <li>• Cultural activities.</li> </ul>	1, 2, 3, 4, 5	<p>Cultural activities, role-play activities to prepare for Oral 2 assessment &amp; writing reflections.</p>

**Appendix 1: Assessment rubrics for CA2 Oral Assessment 1**  
**Total marks 100 points will be converted to 20% of overall grade.**

**A. Research and Content** \_\_\_\_\_ / 20 points

excellent		good		satisfactory		adequate		inadequate		insufficient
<b>20-18</b>	<b>17</b>	<b>16-15</b>	<b>14</b>	<b>13</b>	<b>12</b>	<b>11</b>	<b>10</b>	<b>9</b>	<b>8</b>	<b>7-0</b>

**B. Communication** \_\_\_\_\_ / 20 points

excellent		good		satisfactory		adequate		inadequate		insufficient
<b>20-18</b>	<b>17</b>	<b>16-15</b>	<b>14</b>	<b>13</b>	<b>12</b>	<b>11</b>	<b>10</b>	<b>9</b>	<b>8</b>	<b>7-0</b>

**C. Learnt Vocabulary** \_\_\_\_\_ / 20 points

excellent		good		satisfactory		adequate		inadequate		insufficient
<b>20-18</b>	<b>17</b>	<b>16-15</b>	<b>14</b>	<b>13</b>	<b>12</b>	<b>11</b>	<b>10</b>	<b>9</b>	<b>8</b>	<b>7-0</b>

**D. Grammatical Correctness** \_\_\_\_\_ / 20 points

excellent		good		satisfactory		adequate		inadequate		insufficient
<b>20-18</b>	<b>17</b>	<b>16-15</b>	<b>14</b>	<b>13</b>	<b>12</b>	<b>11</b>	<b>10</b>	<b>9</b>	<b>8</b>	<b>7-0</b>

**E. Liveliness and Interactivity** \_\_\_\_\_ / 20 points

excellent		good		satisfactory		adequate		inadequate		insufficient
<b>20-18</b>	<b>17</b>	<b>16-15</b>	<b>14</b>	<b>13</b>	<b>12</b>	<b>11</b>	<b>10</b>	<b>9</b>	<b>8</b>	<b>7-0</b>

**Total:** \_\_\_\_\_ / 100 points

**Appendix 2: Assessment rubrics for CA3 for writing expression**

Total marks 40 points will be added to 60 marks for grammar and together (100marks) will be converted to 20% of overall grade.

<b>Marks (40marks)</b>	<b>Grade s</b>	<b>Vocabular y</b>	<b>Sentence Structure</b>	<b>Grammar</b>	<b>Spelling</b>	<b>Content &amp; Creativity</b>
32 – 40	A+, A	Employs a wide variety of vocabulary words used effectively to describe ideas.	Employs a variety of sentence structures effectively.	Displays confidence in employing correct affixes, prepositions, adverbs and conjunctions to produce quality piece of writing. The writing is essentially error free in terms of grammar.	The writing is essentially error free in terms of spelling.	Explores ideas with fluency, organizing ideas logically and developing it creatively.
30 -31	A-	Employs a wide variety of vocabulary words.	Employs a variety of sentence structures effectively.	Employs correct affixes, prepositions, adverbs and conjunctions. The writing is essentially error free in terms of grammar.	The writing is essentially error free in terms of spelling.	Explores ideas with fluency and organizing it logically.
28 – 29	B+	Employs the necessary vocabulary and uses basic vocabulary correctly.	Able to construct sentences grammatically with a few minor errors.	Employs the necessary grammar and function words correctly.	Contains three or less spelling errors.	Essay has central idea and concrete details to support the ideas.
26 – 27	B	Uses basic words with a few errors in the choice of words.	Generally able to construct sentences grammatically with some errors.	Contains a few errors in grammar and function words.	Contains a few spelling errors for basic words.	Essay is logically organized and well structured.
24 – 25	B-	Limited use of words and	Contains a number of errors in	Frequent errors in grammar.	A number of spelling errors mars the writing.	Essay lacks focus and central idea is vague.

		words are replicated.	sentence construction.			
22 – 23	C+	Limited use of words with a number of errors in the choice of words.	Contains a number of errors in basic sentence construction.	Frequent errors in basic grammar.	A number of spelling errors mars the writing.	Ideas are not well organized.
20 – 21	C	Limited use of words and incorrect use of words.	Contains a number of errors in basic sentence construction.	Writing contains numerous errors in grammar which interferes with comprehension.	Writing contains numerous errors in spelling which interferes with comprehension.	Limited development of content and flow.
18 – 19	D+	Very limited use of words.	Unable to construct basic sentences grammatically.	Writing contains numerous errors in grammar which interferes with comprehension.	Writing contains numerous errors in spelling which interferes with comprehension.	Unable to develop the content. Essay contains replication of ideas.
16 – 17	D	Unable to develop the writing due to very limited use of the words.	Unable to construct basic sentences grammatically.	Writing contains numerous errors in grammar which interferes with comprehension.	Writing contains numerous errors in spelling which interferes with comprehension.	Unable to develop the content. Essay contains replication of ideas.
0 - 15	F	Unable to develop the writing due to inability to employ the appropriate basic words.	Unable to construct basic sentences grammatically.	Writing contains numerous errors in grammar which interferes with comprehension.	Writing contains numerous errors in spelling which interferes with comprehension.	Unable to develop the content. Essay contains replication of ideas.

**Appendix 3: Assessment rubrics for CA5 Oral Assessment 2**  
**Total marks 100 points will be converted to 20% of overall grade.**

**A. Communication (individual)** \_\_\_\_\_ / 20 points

excellent		good		satisfactory		adequate		inadequate		insufficient
<b>20-18</b>	<b>17</b>	<b>16-15</b>	<b>14</b>	<b>13</b>	<b>12</b>	<b>11</b>	<b>10</b>	<b>9</b>	<b>8</b>	<b>7-0</b>

**B. Learnt Vocabulary (individual)** \_\_\_\_\_ / 20 points

excellent		good		satisfactory		adequate		inadequate		insufficient
<b>20-18</b>	<b>17</b>	<b>16-15</b>	<b>14</b>	<b>13</b>	<b>12</b>	<b>11</b>	<b>10</b>	<b>9</b>	<b>8</b>	<b>7-0</b>

**C. Grammatical Correctness (Individual)** \_\_\_\_\_ / 20 points

excellent		good		satisfactory		adequate		inadequate		insufficient
<b>20-18</b>	<b>17</b>	<b>16-15</b>	<b>14</b>	<b>13</b>	<b>12</b>	<b>11</b>	<b>10</b>	<b>9</b>	<b>8</b>	<b>7-0</b>

**D. Question & Respond (individual)** \_\_\_\_\_ / 20 points

excellent		good		satisfactory		adequate		inadequate		insufficient
<b>20-18</b>	<b>17</b>	<b>16-15</b>	<b>14</b>	<b>13</b>	<b>12</b>	<b>11</b>	<b>10</b>	<b>9</b>	<b>8</b>	<b>7-0</b>

**E. Collaboration and teamwork (team)\*** \_\_\_\_\_ / 20 points

excellent		good		satisfactory		adequate		inadequate		insufficient
<b>20-18</b>	<b>17</b>	<b>16-15</b>	<b>14</b>	<b>13</b>	<b>12</b>	<b>11</b>	<b>10</b>	<b>9</b>	<b>8</b>	<b>7-0</b>

**Total:** \_\_\_\_\_ / 100 points

\* In principle, students in the same team will share the same marks. However, there can be some individual variation within a team, depending on the evaluation of the tutor and the feedback from your peers.

**Appendix 4: Assessment rubrics for CA 6 participation**  
**Total marks 100 points will be converted to 10% of overall grade.**

<b>Marks (20marks)</b>	<b>Grades</b>	<b>Engagement</b>	<b>Contribution</b>	<b>Preparation</b>	<b>Attention</b>
75 - 100	A+, A, A-	Actively participates in class discussion and activities, with fluency and accuracy in speech and the appropriate use of vocabulary related to medical and healthcare terms.	Proactively contributes to class by offering appropriate and relevant ideas and answers multiple times each class. Able to contribute quality feedback to other students, while showing sensitivity to Malay culture. Appropriate use of vocabulary related to medical and healthcare terms with fluency and accuracy in speech. Overall demonstrating speaking, listening, and socio-cultural competence.	Comes to class fully prepared by reading up the pre-assigned topics, bringing course materials and completing assignments.	Always pays attention to tutor and respectfully listen to peers and tutor.
60 - 74	B+, B, B-	Participates in class discussion and activities with some accuracy in speech and the use of appropriate use of vocabulary related to medical and healthcare terms.	Able to contribute feedback and relevant responses to other students and showing some sensitivity to Malay culture. Uses appropriate vocabulary with fluency and accuracy in speech most of the time. Overall demonstrating good speaking, listening and socio-cultural competency.	Comes to class fully prepared most of the time. A few instances of coming to class unprepared.	Pays attention to tutor and respectfully listen to peers and tutor on most occasion.
50 - 59	C+, C	Shows some hesitation to participate in class discussion and activities. Some errors in the use of appropriate vocabulary and some hesitation in extending a discussion.	Occasionally contributes to class by offering appropriate ideas and answers. Occasionally contributing feedback and relevant responses to other students and showing a little sensitivity to Malay culture. Some errors in the use of appropriate	Occasionally comes to class fully prepared by reading up the pre-assigned topics, bringing course materials and	Occasionally pays attention to tutor and respectfully listen to peers and tutor on most occasion.

			vocabulary and accuracy in speech. Overall demonstrating average speaking, listening and socio-cultural competency.	completing assignments.	
40 - 49	D+, D	Frequently showing hesitation to participate in class discussion and activities. Limited use of vocabulary and speech is marked with some inaccuracies in grammar and pronunciation.	Infrequent contributions to class discussions and relevant responses to other students, with little sensitivity to Malay culture. Weak use of vocabulary with some inaccuracies in grammar and pronunciation. Overall, below-average speaking, listening and socio-cultural competency.	Frequently coming to class unprepared.	Inattentive in class on most occasion.
0 - 39	F	Not participating in class discussion and activities. Limited use of appropriate vocabulary related to medical and healthcare terms and speech is marked with inaccuracies in pronunciation and grammar.	Not contributing to class by offering ideas and answers. Unable to extend or provide relevant responses in discussions, unable to provide relevant feedback to other students and shows a lack of sensitivity to Malay culture. Limited use of appropriate vocabulary related to medical and healthcare terms, speech is marked with inaccuracies in pronunciation and grammar and lack of fluency. Shows lack of sensitivity to Malay culture; overall low level of speaking, listening and socio-cultural competence.	Always coming to class unprepared.	Display disruptive or inappropriate behavior in class.

