

COURSE OUTLINE FOR LA5001

| | | | |
|---------------------------|-------------------------|-----------------|---|
| Academic Year | 2019/2020 | Semester | 1 |
| Course Coordinator | Mariyam Bee Abu Bakar | | |
| Course Code | LA5001 | | |
| Course Title | Arabic Language Level 1 | | |
| Pre-requisites | Nil | | |
| No of AUs | 3 | | |
| Contact Hours | 36 (3hrs. x 12 weeks) | | |
| Proposal Date | 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 but with no previous knowledge of the language. Using a learner-centric teaching approach and a broad range of classroom and online activities, you will learn the basics of Arabic through the four fundamental language skills; reading, writing, listening and speaking. It begins with the learning of the Arabic alphabets, basic greetings, and sentence structures that will be taught in a progressive manner. A comprehensive range of teaching aids & activities are used to engage students in interactive learning.

Intended Learning Outcomes (ILO)

After completing LA5001 you will be able to:

1. Distinguish and pronounce all Arabic sounds and write accurately from dictation.
2. Identify information provided in simple Arabic texts.
3. Demonstrate the ability to ask and answer simple questions about yourself & family.
4. Identify information provided in audio and visual files.

Course Content

Through a wide range of learning materials, such as textbook, 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)

| Component | Course LO Tested | Related Programme LO or Graduate Attributes | Weighting | Team / Individual | Assessment Rubrics |
|---|-------------------------|---|------------------|--------------------------|---|
| CA1: Written | LO1 | Competence, Civic-mindedness (Global Citizenry), Communication | 10% | Individual | Appendix 1: Written |
| CA2: Reading | LO 1,2 | Competence, Civic mindedness (Global Citizenry), Communication | 15% | Individual | Appendix 2: Reading |
| CA3: Test 1 | LO 1,2,3 & 4 | Competence, Civic mindedness (Global Citizenry), Communication | 30% | Individual | Writing, listening, reading, and learnt grammar |
| CA4: Oral Test (Reading) | LO 1,2,3 | Competence, Civic mindedness (Global Citizenry), Communication, Creativity, Character | 15% | Individual | Appendix 3: Oral expression |
| CA5: Oral Test (Role-Play) | LO 1 - 4 | Competence, Civic mindedness (Global Citizenry), Communication, Creativity, Character | 15% | Individual & Team work | Appendix 3: Oral expression |
| CA6: E-Worksheets &Participation | LO 1 - 4 | Competence, Civic mindedness (Global Citizenry), Communication, Creativity, Character | 15% | Individual | Appendix 2: Assessment Criteria for E-Worksheets Appendix 3: Active participation in class activities, regular attendance, |
| Total | | | 100% | | |

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.
- **E-Quiz/worksheets:** the scores given and information on correct and incorrect answers will provide Feedback to you immediately after submission.

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. |

Reading and References

Course book,

- Mariyam Bee.2019. Arabic Language Level 1 (Print + Digital resource)

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.

(3) Online Assignments

You are required to attempt your online assignments during the scheduled time. The e-Worksheets allow multiple attempts and the highest score will be considered. This is a part of your participation mark.

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 |
|-----------------------|-----------------|----------|--|
| Mariyam Bee Abu Bakar | HSS-04-39 | 65927533 | amariyambee@ntu.edu.sg |

LA5001

| Week | Topic | Course LO | Readings/ Activities |
|------|---|---|------------------------------|
| 1 | NO LESSONS | | |
| 2 | Lesson 1 <ul style="list-style-type: none"> - Introduction (course info in NTU Learn). - Talking about the importance of the language and its scope worldwide. - Conversation: Introducing oneself, asking for and giving one's name. مَا اسْمُكَ\مَا اسْمُكَ - Pronoun: first & second person (أَنَا\أَنْتِ\أَنْتِ) - Conversation (Common greetings) مَرْحَبًا - ضَبَاحُ النُّورِ الْخَيْرِ بِخَيْرٍ كَيْفَ الْحَالُ؟ أَهْلًا - Interrogatives word: كَيْفَ إِمَّا - Alphabet: Introduction to the alphabets and its sounds - Introducing 3 short vowels أَ إِ اِ | Introduction to basic skills in pronunciation and intonation of words and sentences (phonemic system). Developing receptive and productive skills. | Audio activities and videos. |

| | | | |
|--------------------------|---|---|---|
| 3 | Lesson 2 <ul style="list-style-type: none"> - Conversation: Perform simple introductions. - Focus on the 1st group of letters (ب ا ت ا ن ا ي) - Introducing 3 long vowels - Interrogatives: 'Yes/No particle?' اهل لا نعم - -Common greetings: افرصة سعيدة اشكراً \ السلاّم عليكم \ التوراء المساء الخير اتشرفنا \ وعليكم السلاّم | <p>Recognising the 1st group of letters with its different forms & sounds</p> <p>Communicate at a basic level exchanging personal information.</p> | <p>Letter recognition games/practice</p> <p>Interactive dialogues with students.</p> |
| 4 | Lesson 3 <ul style="list-style-type: none"> - Conversation: Introduction of family - Interrogatives: 'who' من - Focus on the 2nd group of letters (ج ا ح ا ع ا غ) - Reading: <i>Sukun & Shaddah</i> - Pronoun: third person singular: 'he'/'she': (هو ا هي) - Pronoun Possessive endings: 'my' (بي) | <p>Recognising the 2nd group of letters with its different forms & sounds</p> <p>Communicate at a basic level exchanging personal information.</p> | <p>Letter recognition games/practice</p> <p>Interactive dialogues with students.</p> |
| 5 | Lesson 4 <ul style="list-style-type: none"> - Conversation (Common greetings) : خالك ا اهلا بك ا - Focus on the 3rd group of letters (د ا ذ ا ر ا ز ا و) - Focus on the 4th group of letters (س ا ش ا ص ا ض ا ط ا ظ) - Focus on the 5th group of letters (ف ا ق ا ك ا ل ا م ا ه ا) - Pronoun Possessive endings: 'my' (كالك) | <p>Recognising the 3rd & 4th group of letters with its different forms & sounds.</p> <p>Communicate at a basic level exchanging personal information.</p> | <p>Letter recognition games/practice</p> <p>Interactive dialogues with students.</p> |
| 6 | Lesson 5 <ul style="list-style-type: none"> - Conversation (Common greetings) : اناكلم ا نتكلمم العريية الو سمحت ا اي خدمة - Summary of letter connection - Reading: The different type of "ta": <i>marbutah & maftuhah</i> - Reading: Introducing <i>Hamzah</i> - Reading: Short passages - Writing: Myself | <p>Recognising the 5th group of letters with its different forms & sounds</p> <p>Communicate at a basic level exchanging personal information.</p> | <p>Letter recognition games/practice</p> <p>Interactive dialogues with students.</p> <p>Close passage</p> <p>Short written reading passages</p> |
| 7 | No Lesson <ul style="list-style-type: none"> - *CA 1: Writing - *CA 2: Reading | <p>Communicate at a basic level exchanging personal information.</p> <p>Read simple texts.</p> | <p>*CA 1:</p> <ul style="list-style-type: none"> - Dictation - Letter connection <p>*CA 2</p> <ul style="list-style-type: none"> - Reading |
| RECESS WEEK - NO LESSONS | | | |

| | | | |
|----|---|---|--|
| 8 | Lesson 6 <ul style="list-style-type: none"> - Conversation: Daily activities - Reading: Tanwin - Reading: Introducing Sun & Moon Letters - Reading short passages | <p>Communicate at a basic level exchanging personal information.</p> <p>Read simple texts with average speed.</p> | <p>Short written reading passages</p> <p>Interactive dialogues with students.</p> |
| 9 | Lesson 7 <ul style="list-style-type: none"> - Conversation: Talking about nationalities - Masculine & Feminine - Interrogatives: 'where _ from' - Reading short passages | <p>Communicate at a basic level exchanging personal information.</p> <p>Read simple texts with fluency</p> | <p>Short written reading passages</p> <p>Interactive dialogues with students.</p> |
| 10 | Lesson 8 <ul style="list-style-type: none"> - Counting things - Telling telephone number - Reading short passages | <p>Communicate at a basic level exchanging personal information.</p> <p>Read simple texts with confidence</p> | <p>Short written reading passages</p> <p>Interactive dialogues with students.</p> |
| 11 | <ul style="list-style-type: none"> - Module Revision - CA3: TEST | <p>Communicate at a basic level exchanging information.</p> <p>Read and interpret simple texts.</p> | <p>Revision activities.</p> <p>CA3: Test Reading comprehension, basic writing skills (words + phrases + simple grammar) = 30%</p> |
| 12 | Lesson 9 <ul style="list-style-type: none"> - Pronoun: third person singular: 'we' - New Vocab: Things in school - Sentence Structure: I want, do you have? أريد - تريد - تريدان هل عندك ك؟ - Grammar: هَذَا - هَذِهِ - Reading short passages | <p>Read, interpret, and comprehend simple texts.</p> | <p>Short written reading passages</p> <p>Interactive dialogues with students.</p> |
| 13 | <ul style="list-style-type: none"> - TEST feedback + Q&A. - CA 4 ORAL TEST: Oral - CA 5 ORAL TEST: Role-Play | <p>Communicate in a dialogue.</p> <p>Read and comprehend simple texts.</p> | <p>CA4: Oral CA 5 Role-Play</p> |

Appendix 1: Assessment Criteria for Writing in CA 1

Content (10 points)

| | |
|---------------------|---|
| 8-10 points: | <ul style="list-style-type: none"> • Able to write the alphabet correctly in their various shapes and forms at the initial, medial and final position in their connected form and also in the isolated form • Able to write with the punctuation marks used, the <i>nunation</i>, the <i>shadda</i>, the <i>madda</i> and the short vowel signs |
| 5-7 points: | <ul style="list-style-type: none"> • Able to write most of the alphabet correctly in their various shapes and forms at the initial, medial and final position in their connected form and also in the isolated form • Able to write most words with the punctuation marks used, the nunation, the shadda, the madda and the short vowel signs |
| 2-4 points: | <ul style="list-style-type: none"> • Able to write most of the alphabet except for difficult letters (ذ-ع-غ-ك-و-ر-ز) correctly in their various shapes and forms at the initial, medial and final position in their connected form and also in the isolated form • Able to write with the punctuation marks used, the nunation, the shadda, the madda and the short vowel signs |
| 0-1 points: | <ul style="list-style-type: none"> • Not able to write most of the alphabet except for difficult letters (ع-غ-ك-و-) (ذ-د-ر-ز) correctly in their various shapes and forms at the initial, medial and final position in their connected form and also in the isolated form • Not able to write with the punctuation marks used, the nunation, the shadda, the madda and the short vowel signs |

Appendix 2: Assessment Criteria for Reading in CA2

A. Fluency & Pronunciation

_____ / 10 points

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

Appendix 3: Assessment Criteria for CA4 & 5 Oral Test

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 4: 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%.