

| | | | | | | | | | |
|-----|--|--|--------------|------------|------------|------------|-------------------|------------|------------|
| 1. | Name of Subject | Communicative English | | | | | | | |
| 2. | Subject Code | PEN 0045 | | | | | | | |
| 3. | Status of Subject | Core | | | | | | | |
| 4. | MQF Level/Stage Note : <i>Certificate - MQF Level 3</i> <i>Diploma - MQF Level 4</i> <i>Bachelor - MQF Level 6</i> <i>Masters - MQF Level 7</i> <i>Doctoral - MQF Level 8</i> | Foundation | | | | | | | |
| 5. | Version (state the date of the last Senate approval) | September 2014 | | | | | | | |
| 6. | Pre-Requisite/Requirement for Registration | Nil | | | | | | | |
| 7. | Name(s) of academic/teaching staff | Sivarani Thirunavukkarasu (AL), Chua Yong Eng (AL), Nurhazlini Rahmat (AL), Asmida Ismail (AL), Isma Suhaila Ismail (AL), Teow Boon Yan (AL), Chin Chiu Jin (L) Elizabeth Marshall (AL), Aimi Hazwani (AL), Shaliza Salleh (AL), Afizal Mohd Aris (AL) | | | | | | | |
| 8. | Semester and Year offered | Trimester 1 | | | | | | | |
| 9. | Objective of the course/module/subject in the programme: To enhance proficiency and competence in the English language to an advanced level with particular emphasis on listening and speaking skills for general purposes | | | | | | | | |
| 10. | Justification for including the subject in the programme: To equip students with a higher level of communication competence | | | | | | | | |
| 11. | Subject Learning Outcomes : | Domain | Level | | | | | | |
| | Interpret texts critically by using relevant reading skills | Cognitive | 2 | | | | | | |
| | Present opinions on various issues | Affective | 2 | | | | | | |
| | Apply grammar rules correctly in speaking and writing | Cognitive | 3 | | | | | | |
| | Prepare reports using correct writing conventions | Cognitive | 3 | | | | | | |
| 12. | Mapping of Learning Outcomes to Programme Outcomes: | | | | | | | | |
| | Learning Outcomes | P01 | P02 | P03 | P04 | P05 | P06 | P07 | P08 |
| | L01 - Interpret texts critically by using relevant reading skills | | | | | X | | X | |
| | L02 - Present opinions on various issues through discussions | | | | | X | | X | |
| | L03 - Apply grammar rules correctly in speaking and writing | | | | | X | | X | |
| | L04 - Prepare reports using correct writing conventions | | | | | X | | X | |
| 13. | Assessment Methods and Types: | | | | | | | | |
| | Method and Type | Description/Details | | | | | Percentage | | |

| | | | |
|-----|--|---|---------------------------------------|
| | Assignment | Individual take home assignment | 10% |
| | Presentation | Group oral presentation of a selected article | 15% |
| | Test | Speaking test | 15% |
| | Final Examination | Written examination | 60% |
| 14. | Details of Subject | | |
| | Topics | | Mode of Delivery (Lecture) |
| | Listening and Speaking All listening sub-skills including listening for main ideas and supporting details; Listening critically and making own judgements; Listening for explicitly stated or implicitly suggested information and drawing justifiable and accurate inferences; Extracting specifically-required information and significant details used to support ideas; Recognising the speaker(s)'s point(s), intention(s), role(s) and relationship. All speaking sub-skills including observing social conventions in interactions; Managing a discussion; Asking for and giving information; Expressing agreement or disagreement; Making suggestions and recommendations; Using correct pronunciation, stress, intonation and body language effectively | | 15 |
| | Reading and Vocabulary All sub-skills including skimming and scanning; Deriving meaning of words from context; Distinguishing main ideas from supporting details and the relevant from the irrelevant; Making inferences and predicting outcomes; Transferring information from linear to non-linear texts and vice versa; Building vocabulary focusing on synonym, antonym, and homonym | | 10 |
| | Writing All sub-skills including generating and developing ideas; Deciding on relative prominence of points – prioritising and organising ideas; Developing thesis statement, topic sentences and supporting details; Writing effective introductions and conclusions; Developing coherent and cohesive paragraphs leading to extended writing; Responding critically and appropriately to information contained in linear and non-linear texts; Drafting, revising and proofreading; Developing expository writing focusing on cause and effect essays | | 9 |
| | Grammar Word classes; Verb Tenses; Subject Verb Agreement | | 6 |
| | TOTAL | | 40 |
| | Total Student Learning Time (SLT) | Face to Face | Total Guided and Independent Learning |
| | Lecture | 40 | 40 |
| | Presentation | 1 | 8 |
| | Assignment | 0 | 4 |
| | Test | 1 | 4 |
| | Final Examination | 2 | 20 |
| | Sub Total | 44 | 76 |
| | Total SLT | 120 | |

| | | | | | |
|--|---|--|--------------------------------|------------------|--------------------|
| 15. | Credit Value: | 3 (120/40=3) | | | |
| 16. | Mapping of assessment component to learning outcomes (Los) | | | | |
| | Assessment Component | L01 | L02 | L03 | L04 |
| | Group Project (15%) | X (20%) | | | |
| | Writing Assignment (10%) | | | X (12%) | X (14%) |
| | Speaking Test (15%) | | X (100%) | X (18%) | |
| | Final Examination (60%) | X (80%) | | X (70%) | X (86%) |
| 17. | Reading Materials : | | | | |
| | Textbook | Reference Materials | | | |
| | | <p>Azar, B. S. (2009). <i>Understanding and using English grammar</i>. New Jersey: Prentice Hall Regents.</p> <p>Langan, J. (2011). <i>College writing skills with readings</i>. Singapore: McGraw-Hill.</p> <p>Langan, J. (2007). <i>College writing skills</i>. New York: McGraw-Hill.</p> | | | |
| 18. Summary of the Bloom's Taxonomy's Domain Coverage in all the Los in the format below : | | | | | |
| | Subject | Learning Outcomes (please state the learning Outcomes) | Bloom's Taxonomy Domain | | |
| | | | Affective | Cognitive | Psychomotor |
| PEN0045 | | Interpret texts critically by using relevant reading skills | | X | |
| | | Present opinions on various issues through discussions | X | | |
| | | Apply grammar rules correctly in speaking and writing | | X | |
| | | Prepare reports using correct writing conventions | | X | |