

University Compulsory Subjects (W)

BKKX XXX1

CO-CURRICULUM I & CO-CURRICULUM II

LEARNING OUTCOMES

Upon completion of this subject, student should be able to:

1. Recognise a balanced and comprehensive education
2. Develop leadership aspects stressing on disciplines and cooperation within a group or organisation.
3. Build personality and character guided by rules of conduct.
4. Foster cooperation and unity in multi-racial society.

SYNOPSIS

1. Cultural

Choir, Gamelan, Cak Lempung, Nasyid, Seni Khat, Seni Lakon, Art, English Elocution, Bahasa Melayu Elocution, and Kompang.

2. Entrepreneurship

Video, Film and Photography, Publishing & Journalism, Computer and Technopreneurship.

3. Society

Fiqh Muamalat, Fiqh Amali, Tahsin Al-Quran & Yaasin and Peer Program.

4. Recreation

Go-Kart, Adventure and Cycling.

5. Sports

Swimming, Volley Ball, Golf, Kayaking, *Takraw*, Aerobic, Badminton, Football and Net ball.

6. Martial Arts

Silat Gayong, Karate-Do and Taekwando.

BLHL 1010

FOUNDATION ENGLISH PROGRAMME

LEARNING OUTCOMES

Upon completion of this subject, student should be able to:

1. infer information from various oral texts of different complexity levels.
2. respond to stimuli and justify reasons individually and in group discussions on a wide range of contemporary issues.
3. apply information in cloze texts based on passages from various sources.
4. produce an extended writing and a report based from non-linear sources.

SYNOPSIS

This course is designed to help students improve their proficiency in English language and to communicate effectively in both spoken and written forms. It is tailored to the four components, namely Listening, Speaking, Reading and Writing of the Malaysian University English Test (MUET). Grammar component is taught in an integrated approach to build confidence among the learners to become efficient speakers of English. The CL approach is incorporated in this course.

REFERENCES

1. Choo, W.Y., Yeoh, W.T., Yee, S.F. & Nyanaprakasan, S. (2008). *Ace ahead MUET*. Selangor : Oxford Fajar.
2. Gaudart, H., Hughes, R., Michael, J. (2007). *Towards better English grammar*. Selangor: Oxford Fajar Sdn. Bhd.
3. Koh, S. L (2009). *MUET model tests*. Selangor: Penerbit Ilmu Bakti Sdn Bhd.
4. Ponniah, A.L.S.M., Foziah Shaari, Noraini Ahmad Basri, Noor Azhana Mohamad Hamdan, Doreen Azlina Abdul Rahman.(2009). *Stride ahead: Focus on English*. Selangor: Pearson Malaysia Sdn.Bhd.
5. Richards, C., Kaur, B. , Ratnam, P. & Rajaretnam, T. (2008). *Text MUET: A strategic approach*. Selangor: Longman.

BLHL 1XX2 THIRD LANGUAGE

Bahasa Arab Tahap 1
Bahasa Arab Tahap 2
Bahasa Mandarin Tahap 1
Bahasa Mandarin Tahap 2
Bahasa Jepun Tahap 1
Bahasa Jepun Tahap 2
Bahasa Jerman Tahap 1
Bahasa Jerman Tahap 2
Bahasa Perancis Tahap 1
Bahasa Perancis Tahap 2

BLHW 2403 TECHNICAL ENGLISH

LEARNING OUTCOMES

1. At the end of the course, students should be able to:
2. distinguish the use of tenses, run-ons, fragments, modifiers and parallelism.
3. summarise and paraphrase main ideas.
4. write a proposal as well as progress and project reports in a group.
5. organise and present project report in groups.

SYNOPSIS

This course is content-based in nature and aims to equip students with the necessary language skills required to write various reports. As this course prepares students for the mechanics of the different genres of writing, the emphasis is on proposal, progress and project reports by employing Student-Centred Learning approach. It also introduces students to the elements of presentation as well as provides them with the necessary grammar skills in writing.

REFERENCES

1. Indra Devi, S. & Zanariah Jano. (2008). Technical report writing. Kuala Lumpur: Pearson Prentice Hall.
2. Anderson, P.V. (2007). Technical communication: A reader-centred approach (6th ed.). California: Wadsworth Publishing.
3. Finkelstein, L. J. (2007). Pocket book of technical writing for engineers and scientists (3rd ed.) New York: McGraw Hill.
4. Hart, H. (2008). Introduction to engineering communication (2nd ed.). London: Prentice Hall.

5. Krishnan, L.A., Jong. R., Kathpalia, S.S. & Tan, M.K. (2006). Engineering your report: From start to finish (2nd ed.). Singapore: Prentice Hall.
6. Sharimllah Devi, R., Indra Devi, S. & Nurlisa Loke Abdullah. (2011). Grammar for technical writing. Selangor: Pearson Hall

BLHW 3403 ENGLISH FOR PROFESSIONAL COMMUNICATION

LEARNING OUTCOMES

At the end of the course, students should be able to:

1. select and apply the appropriate tenses, parallelism, direct and indirect speech, transitional markers and misplaced modifiers.
2. differentiate between facts and opinions, and use vocabulary relevant to its context.
3. respond to interviews and participate in meetings.
4. demonstrate communication and oral presentation skills.
5. produce resume, application letter and recommendation report.

SYNOPSIS

This course is designed to develop oral communication, as well as enhance students' level of English literacy which will be beneficial to their professional careers. It also aims to equip students with the communication skills necessary for the workplace. It complements the skills taught in BLHW 3403. Grammar will be taught implicitly in the course content. Students will acquire effective presentation skills as well as gain experience in mock interviews prior to seeking employment. The Student-Centred Learning approach is employed in teaching and learning process.

REFERENCES

1. Azar, B. S. & Hagen, S. A. (2006). Basic English grammar. New York: Pearson Education.
2. Casher, C. C. & Weldon, J. (2010). Presentation excellence: 25 tricks, tips and techniques for professional speakers and trainers. USA: CLB Publishing House.
3. Chin, F. C. J., Soo, K. S. E. & R. Manjuladevi. (2010). English for professional communication: Science and engineering. Singapore: Cengage Learning Asia Pte Ltd.
4. Khoo, M. S. L, Razilah Abdul Rahim & E. Rajendraan (2006). Communication at the work place. Melaka: Jabatan Bahasa dan Komunikasi, UTeM.

LEARNING OUTCOMES

At the end of this course, students should be able to:

1. explain the concept of civilization studies in order to face global development in relation to religion, race and nation.
2. elaborate on issues related to world civilization via group presentations.
3. interrelate the history of the advancement of world civilizations like the Islamic, Chinese and Indian civilizations via group work.

SYNOPSIS

This course provides knowledge on various civilizations. It introduces Islamic civilization as the basis for the Malay and Malaysian civilization. Additionally, issues related to the Chinese and Indian civilizations together with current and future issues of various world civilizations are also discussed.

REFERENCES

1. Osman Bakar. (2009). Modul Pengajian Tamadun Islam & Tamadun Asia. Kuala Lumpur: Penerbit Universiti Malaya.
2. Sazelin Arif, Ahmad Ridzwan Mohd Noor, Mahadi Abu Hassan, Nooraini Sulaiman & Ali Hafizar Mohammad Rawi. (2007). Tamadun Islam dan Tamadun Asia. Kuala Lumpur: Mc Graw-Hill (Malaysia) Sdn. Bhd.
3. Hashim Musa. (2005). Pemerkasaan Tamadun Melayu Malaysia Menghadapi Globalisasi Barat. Kuala Lumpur: Penerbit Universiti Malaya. (TITAS)

LEARNING OUTCOMES

At the end of this course, students should be able to:

1. elaborate on the challenges of cultural plurality and ethnic relations in Malaysia via group work.
2. interrelate the role of cultural plurality, society and ethnic groups in the Malaysian unity context.
3. share learning experiences on the issues of socio-culture appropriately.

SYNOPSIS

This course focuses on the basic concepts of culture and ethnic relations in Malaysia. It exposes students to ethnic relations in the development of the Malaysian society. Besides, this course aims to give an understanding of the global challenges facing ethnic and cultural relations at the Malaysian level.

REFERENCES

1. Shamsul Amri Baharuddin. (2007). Modul Hubungan Etnik. UPENA, KPTM.
2. Abdul Aziz Bari. (2008). Perlembagaan Malaysia. Shah Alam: Arah Publication Sdn. Bhd.
3. Mohd Taib Hj Dora. (2005). Liberalisasi Komuniti. Melaka: Penerbit Universiti Teknikal Malaysia Melaka.

LEARNING OUTCOMES

Upon completion of the subject, students should be able to:

1. Recognize the importance of entrepreneurship, the role of entrepreneurship in today's society, and the technical knowledge of the entrepreneurial process. (C1)
2. Explain the basic concepts of interdisciplinary competences in management, and create technology-based businesses. (C2)
3. Present a business plan project and develop an entrepreneurial profile. (C3, CS, ES)

SYNOPSIS

The subject provides students with technological knowledge about entrepreneurship as well as the skills to turn such knowledge into practice. The teaching and learning (T&L) activities include case study and field work with the aim to inculcate entrepreneurship values and entrepreneurship acculturation with a view to successfully launch and subsequently manage their enterprises. Students will be exposed with the support systems available or government agencies in starting new ventures, including the tactics commonly employed by entrepreneurs starting a business. The subject allows students to critically evaluate business in terms of technical feasibility, investment potential, and risks.

REFERENCES

1. Barringer, B.R. and Ireland, R.D. (2012). Entrepreneurship 4th Edition. Pearson.
2. Scarborough, N.M. (2011). Essentials of Entrepreneurship and Small Business Management 6th.Edition. Pearson.
3. UiTM Entrepreneurship Study Group. Revised Edition (2010). Fundamentals of Entrepreneurship. Pearson.

LEARNING OUTCOMES

At the end of the course, students should be able to:

1. discuss basic principles of critical and creative thinking skills in solving daily tasks.
2. apply the tools of critical and creative thinking in problem solving and technical innovation.
3. respond in group discussions on issues related to the development of critical and creative thinking skills.
4. solve problems in case studies relating to contemporary issues.

SYNOPSIS

This course is designed to give students an introduction to the principles of critical and creative thinking, and problem-solving. Students will be exposed to the roles of the right brain and left brain, mental determination, elements of critical and creative thinking as well as problem solving. This subject is conducted in accordance with the concept of problem-based learning (PBL).

REFERENCES

1. Aziz Yahya, Aida Nasirah Abdullah, Hazmilah Hasan, Raja Roslan Raja Abd Rahman. (2011) Critical and Creative Thinking Module 2. Melaka. Penerbit UTeM
2. Buzan, T. & Buzan, B. (2006). The Mind Map Book, Essex: BBC Active, Pearson Education.
3. Claxton, G. & Lucas, B. (2007). The Creative Thinking Plan, London: BBC Books.
4. Reichenbach, W. (2000). Introduction to Critical Thinking, McGraw-Hill College.