Module Descriptor

Title of Module: Introduction to Arabic 1

Code: ARAB07003	SCQF Level: 7 (Scottish Credit and Qualifications Framework)	Credit Points: 10	ECTS: 5 (European Credit Transfer Scheme)
School:	School of Education & Social Sciences		
Module Co-ordinator:	F LEON-SOLIS		

Summary of Module

This module is for learners who are complete beginners in Arabic. Students will be introduced to some of the basics of pronunciation, reading and writing of letters and short words, and understanding of some very simple spoken texts in Arabic, as well as the opportunity to acquire some high-frequency words and phrases. Topics will include: alphabet, numbers, days of the week, months and dates, seasons, family, countries and nationalities, money, prices, quantities, jobs, shopping and time. Students will be given some practice in key language for situations such as greetings and introductions, ordering food and drinks, buying tickets, personal description, talking about your daily routines and hobbies, likes and dislikes.

Arabic will be the working vehicle of the class, where all four language skills be developed. Students will be expected to practise outside class time by means of simple grammar exercises, written assignments and other pieces of homework. Learning will also be supported by the use of on-line learning environments.

The module will delivered over 12 weeks, 2 hours a week.

Module Delivery Method

Face-To-Face	Blended	Fully Online	HybridC	HybridO	Work-based Learning
	✓	✓			

Face-To-Face
Term used to describe the traditional classroom environment where the students and the lecturer meet synchronously in the same room for the whole provision.

Blended
A mode of delivery of a module or a programme that involves online and face-to-face delivery of learning, teaching and assessment activities, student support and feedback. A programme may be considered "blended" if it includes a combination of face-to-face, online and blended modules. If an online programme has any compulsory face-to-face and campus elements it must be described as blended with clearly articulated delivery information to manage student expectations

Fully Online
Instruction that is solely delivered by web-based or internet-based technologies. This term is used to describe the previously used terms distance learning and e learning.

HybridC
Online with mandatory face-to-face learning on Campus

HybridO
Online with optional face-to-face learning on Campus

Work-based Learning
Learning activities where the main location for the learning experience is in the workplace.

Campus(es) for Module Delivery

The module will **normally** be offered on the following campuses / or by Distance/Online Learning: (Provided viable student numbers permit)

Paisley:	Ayr:	Dumfries:	Lanarkshire:	London:	Distance/Online Learning:	Other:
✓	✓	✓	✓		✓	✓

Term(s) for Module Delivery

(Provided viable student numbers permit).

Term 1	✓	Term 2	✓	Term 3	

Learning Outcomes: (maximum of 5 statements)

On successful completion of this module the student will be able to:

L1. Communicate simply at a basic level in spoken Arabic in a limited range of everyday situations at the lower band of A1 level of CEFR

L2. Demonstrate understanding of key information in basic spoken texts and texts written in Arabic at the lower band of A1 level of CEFR

L3. Extract a gist and some specified detail of uncomplicated texts relating to greetings, names, etc. at approximately the lower band of A1 level of the CEFR

L4. Communicate personal information in writing at the lower band of A1 level of CEFR

Employability Skills and Personal Development Planning (PDP) Skills

SCQF Headings	During completion of this module, there will be an opportunity to achieve core skills in:
Knowledge and Understanding (K and U)	SCQF Level 7. Understanding grammatical and syntactic concepts and elements of Arabic.
Practice: Applied Knowledge and Understanding	SCQF Level 7. * Use of language skills relevant to everyday situations * Understanding of written and audiovisual texts based on everyday situations
Generic Cognitive skills	SCQF Level 7. * Giving and asking for personal information * Getting by in everyday situations
Communication, ICT and Numeracy Skills	SCQF Level 7. * Communicating effectively in routine situations and in everyday problem situations * Interpreting uncomplicated written and audiovisual texts * Understanding dates, time, prices
Autonomy, Accountability and Working with others	SCQF Level 7. * Working effectively individually or in teams * Managing limited resources and being able to address own learning needs

Pre-requisites:	Before undertaking this module the student should have undertaken the following:	
	Module Code:	**Module Title:**
	Other:	N/A
Co-requisites	**Module Code:**	**Module Title:**

Learning and Teaching

This is a practical module which offers the opportunity for students to be introduced to the fundamentals of the Arabic language by way of some simple topics. Students will be strongly encouraged to be active participants in class and will have plenty of opportunities to work either in pairs and/or groups to practise their oral/aural and written skills. Independent learning is also an integral part of this course and students will be given suggestions of written and oral tasks to be completed by students outside class.

Learning Activities During completion of this module, the learning activities undertaken to achieve the module learning outcomes are stated below:	**Student Learning Hours** (Normally totalling 200 hours): (Note: Learning hours include both contact hours and hours spent on other learning activities)
Lecture/Core Content Delivery	20
Asynchronous Class Activity	20
Independent Study	56
Personal Development Plan	4
	100 Hours Total

**Indicative Resources: (eg. Core text, journals, internet access)

The following materials form essential underpinning for the module content and ultimately for the learning outcomes:

Authentic learning materials will be provided by the lecturer.

(**N.B. Although reading lists should include current publications, students are advised (particularly for material marked with an asterisk*) to wait until the start of session for confirmation of the most up-to-date material)

Engagement Requirements

In line with the Academic Engagement Procedure, Students are defined as academically engaged if they are regularly engaged with timetabled teaching sessions, course-related learning resources including those in the Library and on the relevant learning platform, and complete assessments and submit these on time. Please refer to the Academic Engagement Procedure at the following link: Academic engagement procedure

Where a module has Professional, Statutory or Regulatory Body requirements these will be listed here:
All fulltime students (part-time and distant learning students should check with their programme leader for any queries) are required to attend all scheduled classes and participate with all delivered elements of the module as part of their engagement with their programme of study. Consideration will be given to students who have protection under the appropriate equality law. Please refer to UWS Regulations, Chapter 1, 1.64 – 1.67, available at the following link: http://www.uws.ac.uk/current-students/rights-and-regulations/regulatory-framework/

Supplemental Information

Programme Board	Education
Assessment Results (Pass/Fail)	No
Subject Panel	Languages
Moderator	L Giraud
External Examiner	TBC
Accreditation Details	N/A
Version Number	1.05

Assessment: (also refer to Assessment Outcomes Grids below)
CLASS TEST (65%)
COURSEWORK (35%)
(N.B. (i) **Assessment Outcomes Grids** for the module (one for each component) can be found below which clearly demonstrate how the learning outcomes of the module will be assessed. (ii) An **indicative schedule** listing approximate times within the academic calendar when assessment is likely to feature will be provided within the Student Handbook.)

Assessment Outcome Grids (Footnote A.)

Component 1

Assessment Type (Footnote B.)	Learning Outcome (1)	Learning Outcome (2)	Learning Outcome (3)	Learning Outcome (4)	Weighting (%) of Assessment Element	Timetabled Contact Hours
Class test (written)	✔	✔	✔	✔	65	0

Component 2

Assessment Type (Footnote B.)	Learning Outcome (1)	Learning Outcome (2)	Learning Outcome (3)	Learning Outcome (4)	Weighting (%) of Assessment Element	Timetabled Contact Hours
Portfolio of written work			✔	✔	35	0
Combined Total For All Components					100%	0 hours

Footnotes
A. Referred to within Assessment Section above
B. Identified in the Learning Outcome Section above

Note(s): 1. More than one assessment method can be used to assess individual learning outcomes. 2. Schools are responsible for determining student contact hours. Please refer to University Policy on contact hours (extract contained within section 10 of the Module Descriptor guidance note). This will normally be variable across Schools, dependent on Programmes &/or Professional requirements.

Equality and Diversity
Aligned with the overall commitment to equality and diversity stated in the Programme Specifications, the module supports equality of opportunity for students from all backgrounds and with different learning needs. Using Aula, learning materials will be presented electronically in formats that allow flexible access. The module complies with university regulations and guidance on inclusive learning and teaching practice. Specialist assistive equipment, support provision and adjustment to assessment practice will be made in accordance with UWS policy and regulations. The University's Equality, Diversity and Human Rights Policy can be accessed at the following link: http://www.uws.ac.uk/equality/ Our partners are fully committed to the principles and practice of inclusiveness and our modules are designed to be accessible to all. Where this module is delivered overseas, local equivalent support for students and appropriate legislation applies. UWS Equality and Diversity Policy
(N.B. Every effort will be made by the University to accommodate any equality and diversity issues brought to the attention of the School)