

## **7.0 Elective Courses**

## **GTJ108/2-Health Communication and Education**

This course exposes students to various topics on basic knowledge of health promotion. Students will be introduced to the concepts and resources particularly concern the role of health promoter in health promotion, education and communication in the context of national health care system. Knowledge delivery of health promotion will be further extended to the strategy identification, designing, planning, management, research, material development and testing, monitoring and evaluation of the related health promotion programs introduce nationwide.

*List of text/reference books:*

1. Butler, J Thomas, *Principles of Health Education and Health Promotion* (5<sup>th</sup> Ed). Wadsworth, 2013.
2. Hornik, Robert C. (Ed.), *Public Health Communication: Evidence for Behaviour Change*. Lauren Earlbaum Associates Publishers, 2002.
3. Lawrence W. Green, Marshall Kreuter, *Health Program Planning: An Education and Ecological Approach* (4<sup>th</sup> Ed.). McGraw-Hill Companies Inc. , 2005

## **GEG103/3-Fitness and Health**

This course provides knowledge on theory, principle and method in fitness activities for health and fitness. Students will learn various methods in evaluating individual's fitness level related to their health. Other components such as nutrition, body composition and mental health are also emphasised.

*List of text/reference books:*

1. Shakey, B.O., Brian, J., *Fitness and Health* (5<sup>th</sup> Ed). Champaign: Human Kinetics, 2002.
2. Edward T.H., Franks, B.D., *Health and Fitness Instructor's Handbook* (4<sup>th</sup> Ed). Champaign: Human Kinetics, 2003.
3. Jackson, A.W. *Physical Activity for Health and Fitness*. Champaign: Human Kinetics, 2004.
4. *ACMS's Health Related Physical Fitness Assessment Manual* (3rd Ed). Philadelphia: Walters Kluwer Health/Lippincot Willims & Wilkings Health. 2010.

## **GEG109/2-History of Health Sciences**

This course exposes the students to the history and development of science and medicine. It covers historical aspects of Greek philosophy, modern medicine and history of medicine from the earlier years to the present day. Aspects of social sciences, religion, philosophy of physical sciences, behavioral sciences, biological sciences and medicine outside of Europe including the impact of Islam in the field of medicine and health will also be explored. The course will be taught through lectures and tutorial. Students will be assessed through tests, assignments, presentation and final examination.

### *List of text/reference books:*

1. Spector, R.E., *Cultural Diversity in Health And Illness*, New Jersey: Prentice Hall, 2010.
2. Weiss, G.L. & Lonnquist, L.E., *The Sociology Of Health, Healing And Illness*, New Jersey: Prentice Hall, 2009.
3. Osman Bakar, *Tawhid and Science*, Shah Alam: Arah Publication, 2008.
4. R.R Subramanyam, Shobhit Mahajan, Archana Madhukar, Suman Sahay & G.S. Roonwal, *The Story of Science From Antiquity To The Present*, Potsdam: h.f.Ullmann, 2010.

## **GEG114/2-Oral Health**

This module provides essential information regarding the teeth and relevant structures of the oral cavity. It covers the etiology and pathogenesis of common oral diseases such as caries and periodontal disease. Preventive strategies and oral hygiene methods are elaborated. Pertinent issues like diet and fluoride in the prevention of oral diseases are highlighted. The importance of oral health in relation to systemic health is described and oral health services and promotion in Malaysia will be discussed. The students will be assessed through their assignments and final examination

### *List of text/reference books:*

1. Felton, et.al: *Basic Guide to Oral Health Education and Promotion*, 2nd ed., John Wiley & Sons, Ltd, 2014
2. Murray, JJ. *Prevention of Oral Diseases*. 4th edn. Oxford University Press, 2003
3. Palmer, CA. *Diet & Nutrition in Oral Health*. Pearson/Prentice-Hall, 2003
4. Wilkins, EM. *Clinical Practice of the Dental Hygienist* (9<sup>th</sup> Ed). Philadelphia: Lippincott Williams & Wilkins, 2005.

## **GEG201/2-Women's Health**

This course will introduce the new definition and paradigm of women's health. Students will be exposed to a more holistic approach to women's health not limited to maternal and child care. Several factors that influence the status of women's health such as economic, politics, religion and social cultural practices will be examined. This course will encourage students to participate actively during the lecture and tutorial. The students will be assessed through their assignments, presentations and final examination.

### *List of text/reference books:*

1. Anandale, Ellen, *Women's Health and Social Change*, London: Routledge, 2009.
2. The Reader's Digest Association, *Women's Health Encyclopedia: An Integrated Approach to Wellness for Every Season of a Women's Life*. New York, 2010.
3. Goldman, M,B, Troisi, R, Rextrode, KM, *Women's Health* (2<sup>nd</sup> Edition). Amsterdam, Academic Press, Elsevier.
4. Rosser, Sue V., *Diversity and Women's Health*. Baltimore: Johns Hopkins University Press, 2009.

## **GEG204/3-Gender Perspectives in Health**

This course will introduce students to a framework of analysis to understand the reason for gender to be an important determinant factor in health. Students will examine the interaction between gender and other factors in determining health standard, risks and illness among men and women. The course will also discuss the importance of gender perspective in forming health policy as well as in the development of health education. This course will encourage students to participate actively during the lecture and tutorial. The students will be assessed through their assignments, presentations and final examination.

### *List of text/reference books:*

1. Bendelow, Gillian, (Ed.), *Gender Health and Healing: The Public and Private Divide*. London: Rutledge 2002.
2. Schultz, Amy J & Leith Mullings (Eds), *Gender, Race, Class and Health; Intersectional Approaches*. San Francisco: Josey Bass, 2006.
3. Chloe, E.Bird, Patricia P. Rieker, (Eds), *Gender and Health: the Effects of Constrained Choices and Social Policies*. Cambridge: Cambridge University press, 2008.
4. Women Health Organization Western Pacific Region; *Integrating Poverty and Gender into Health Programmes, A Source Book for Healthcare Professionals*. Manila Philippines, 2008.

## **GEG208/2-Human Resource Management in Healthcare Organizations**

This course covers theory and application of Human Resources Management (HRM) knowledge in the context of healthcare organisations. Students will be exposed to HRM's strategic role and function in managing healthcare professionals. Areas of HRM for this course include staffing in healthcare services, work design, staff evaluations, reward and recognition of healthcare professionals, staff development, ensuring patient focused service delivery and trends affecting the management of health workers. At the end of this course, students are expected to be capable in applying HRM knowledge to improve patient care and solve issues involving healthcare professionals. Students will be graded through continuous assessment and final examination.

### *List of text/reference books:*

1. Fried B. J. & Fottler M.D. (Editors) *Human Resources In Healthcare: Managing For Success* (3<sup>rd</sup> Ed.). Health Administration Press. Chicago, the United States of America, 2008.
2. Harris M.G. (Editor) *Managing Health Services, Concepts and Practices* (2<sup>nd</sup> Ed.). Elsevier Australia., 2006
3. Shortell S.M. & Kaluzny A. D. (Editors) *Health Care Management, Organization Design and Behavior* (4<sup>th</sup> Ed.). Delmar, Thomson Learning, the United States of America, 2000.
4. Walshe K & Smith J (Editors) *Healthcare Management* (2<sup>nd</sup> Ed.). Open University Press, McGraw-Hill Education, England, 2011.

## **GEG213/3-Stress Management**

This course exposes students to a holistic approach to stress management. It treats both cognitive (coping) skills and relaxation techniques with the intention of preventing and/or alleviating the physical symptoms of stress. This course will be delivered via lectures and tutorial. Students will be assessed via continuous assessment and final examination.

### *List of text/reference books:*

1. Blonna, R., *Coping with Stress in a Changing World* (4<sup>th</sup> Ed). N.Y.: McGraw-Hill, 2007.
2. Greenburg, J.S., *Comprehensive Stress Management* (9<sup>th</sup> Ed). N.Y.: McGraw-Hill, 2005.
3. Palmer, S. & Puri, A., *Coping with Stress at University: A Survival Guide*. Newbury Park, CA: Sage Pub. Inc. 2006.
4. Linden, W. *Stress Management: From Basic Science to Better Practice*. Newbury Park, CA: Sage Pub. Inc., 2005.
5. Lovallo, W.R. *Stress & Health: biological and psychological interactions* (2<sup>nd</sup> Ed). Thousand Oaks, Calif.: Sage Publication, 2005.

### **GEG216/3- Development of Health Services in Malaysia**

This course introduces students to the factors that influence the development of health services in Malaysia in the pre-and post-independence period to date. It will provide an understanding of the different contexts and its impact in shaping health thought, practices and development of health services in urban and rural areas. It will also emphasise on matters pertaining to health policy, disease control, the effect of specialization in medicine and public health, international intervention and the development of health services in post-colonial era to the present. The course is taught via lecture and tutorial. Students will be assessed through test, assignment, presentation and final examination.

#### *List of text/reference books:*

1. Manderson, Lenore, *Sickness and the State: Health and Illness in Colonial Malaya, 1870-1940*. Cambridge, New York and Melbourne: Cambridge University Press, 2002.
2. Muzaffar Desmond Tate Abdullah (completed by Khoo Kay Kim and Selvamany Gabriel), *The History of Medicine in Malaysia: The Foundation Years*. Kuala Lumpur: Academy of Medicine in Malaysia, 2005.
3. Sirajoon Noor Ghani & Hematram Yadav, *Health Care in Malaysia*. Kuala Lumpur: University of Malaya Press, 2008.
4. Chee, Heng Leng, 'Health Status and the Development of Health Services in a Colonial State: The Case of British Malaya.' *International Journal of Health Services* 12, No. 3 (1982): 397-417.

### **GEG218/3-Community Development in Health Promotion**

This course introduces students to the concept of community development as an approach to improve the health status of individuals and communities within the context of health promotion. It covers the fundamental elements of community development such as the needs assessment, capacity building, community empowerment and program evaluation. Health promotion and development in youth, elderly and marginalized groups as well as issues related to community development in health promotion will also be highlighted. The course will be taught through lectures, tutorial and community visits. Students will be assessed through tests, assignments, presentation and final examination

#### *List of text/reference books:*

1. Macdowall, W., Bonell, C., & Davies, M. *Health Promotion Practice*. England: Open University Press, 2006.
2. Hubley, J., & Copeman, J., *Practical Health Promotion*. Malden, USA: Polity Press. 2008.
3. Laverack, G. *Health Promotion Practice: Building Empowered Communities*, England: Open University Press, 2007.
4. Doyle E., Susan, W., & Jody, Oomen-Early. *Process of Community Health Education and Promotion* (2<sup>nd</sup> Ed.). USA: Mayfield Publishing Company, 2009 .

## **GEG219/2 Health Care Management**

This course explains the scope of management implications for health professionals and healthcare organisations. Students will learn to analyse the interactions of health professionals and examine the influence of management on professionals in healthcare organisations. Throughout the course, management concepts will be applied to solve problems involving health professionals and issues affecting healthcare organisations. Teaching and learning will consist of lectures, tutorials and e-learning. Students will be assessed through tests, assignments, presentation and final examination

### *List of text/reference books:*

1. Burns L.R., Bradley E.H. & Weiner B.J., Shortell and Kaluzny's Healthcare Management: Organization Design and Behavior, Sixth Edition, Delmar, Cengage Learning, 2011
2. Braithwaite J., Hyde P. & Pope C. (Eds), Culture and Climate in Health Care Organizations, Palgrave Macmillan, 2006
3. Harris M.G. & Associates (Eds), Managing Health Services, Concepts and practice, Second Edition, Mosby, Elsevier, 2006
4. Walshe K. & Smith J. (Eds), Healthcare Management, Second Edition, Open University Press, McGraw-Hill Education, 2011.

## **GEG 220/2- Occupational Therapyfor People with Disability**

This course will introduce the students to occupational therapy profession in terms of its philosophy, history, ethical and its models, in theory and practice. This course will also introduce the students on people with disability as well as the process of occupational therapy assessment and intervention for clients with physical and mental disabilities. The International Classification of Disability, Health and Functioning (ICF) will also be introduced.

### *List of text/reference books :*

1. Willard H.S., Sparkman C.S., Crepeau E.B., Cohn E.S. & Schell B.A.B., *Willard & Spackman's Occupational Therapy* (11<sup>th</sup> Ed.). Lippincott Williams & Wilkins, a Wolters Kluwer business: Philadelphia. 2009.
2. Radomski M.V., Trombly, C.A., *Occupational Therapy for Physical Dysfunction* (6<sup>th</sup> Ed.). Wolters Kluwer, Lippincott Williams & Wilkins: Philadelphia, 2008.
3. Case-Smith, J., O'Brien, J.C., *Occupational Therapy for Children* (6<sup>th</sup> Ed.). Mosby Elsevier: Maryland Heights, Missouri, 2010.
4. Kielhofner G., *Conceptual Foundation of Occupational Therapy practice* (4<sup>th</sup> Ed.). F.A. Davis Company : Philadelphia, 2009.

## **GTS202/2-First Aid and Cardiopulmonary Resuscitation (CPR)**

This course introduces the students to first-aid techniques and cardiopulmonary resuscitation (CPR) methods used in various situations with the emphasis on sports related incidences.

*List of text/reference books:*

1. Thygeron A.L., Guill B. and Krohmer, J.R., *First aid and CPR essentials* (5<sup>th</sup> Ed). Sudbury: Jones and Bartlett Publishers, 2007.
2. National Safety Council, *Standard First Aid, CPR and AED*, New York: McGraw-Hill Higher Education, 2005.
3. National Safety Council, *Pediatric First Aid, CPR and AED* (2<sup>nd</sup> Ed.). New York: McGraw-Hill Education, 2008.

## **GTS207/2-Principles and Training of Individual and Team Sports**

Students will be introduced to basic skills and game play for some sports including badminton, soccer , volleyball and archery, by relating with the principles in kinesiology, physiology, biomechanic and socio-psychology. This course will also emphasise on skills acquisition, performance, competition and analysis of the games.

*List of text/reference books:*

1. Haywood K.M and Lewis C.F. *Archery: Steps to Success* (4<sup>th</sup> Ed.). Champaign IL: Human Kinetic, 2014.
2. Lennox, James, W. *Soccer Skills and Drills Champaign IL: Human Kinetics*, 2006.
3. Grice T., *Badminton: Steps to Success* (2<sup>nd</sup> Ed.). Champaign, IL: Human Kinetics, 2008.
4. Zartman, S. *Youth Volleyball: The Guide for Coaches, Parents, and Athletes*. Betterway Books, 2006.



### **GEG302/3-Violence and Society**

The first part of the course will examine the concept and theory of violence in a society, the second part will be an interactive discussion on the interpersonal violence such as violence in family, towards children and elderly. Students will also be exposed to theory and intervention to overcome violence. Lecture and tutorial will be the main instruments in delivering the course, however students will be encouraged to be creative in their discussion and during the assessments. Students will be assessed through continuous assessment, assignments and final examination.

#### *List of text/reference books:*

1. Holmes, S.T. & Holmes R.M, *Violence, A Contemporary Reader*. New Jersey: Pearson, 2004.
2. Itzin, Catherine (Ed.) *Home truths About Child Sexual Abuse*. London: Rutledge, 2000.
3. Ray, Larry, *Violence and Society*. London: Sage Publication, 2011.
4. Silberman, Mathew, *Violence and Society A Reader*. Upper Saddle River: Prentice Hall, 2003.

### **GEG304/2-Communication and Self Development**

This course exposes students to various topics on basic knowledge of communication skills in order to develop their self image and generate self development. The course will also emphasis on public speaking, handling of interview, presentation of working paper as well as developing self confidence and assertiveness.

#### *List of text/reference books:*

1. Nelson, Paul, Titsworth, Scott, Pearson, Judy, *iSpeak: Public Speaking for Contemporary Life, International Edition*, Mc Graw Hill Companies, Inc., 2010.
2. Charles J. Stewards, William B. Cash. Jr, *Interviewing: Principles and Practices*, (12<sup>th</sup> Ed.). Mc Graw Hill Companies, Inc., 2008.
3. Charles S. Carver, Michael F. Scheier, *Perspectives on Personality* (6<sup>th</sup> Ed.). Pearson Education, Inc., 2008.
4. DeVito, Joseph A, *The Interpersonal Communication Book* (10<sup>th</sup> Ed.). Pearson Education Inc., 2004.

## **GEG305/2-Forensic Science**

The course introduces to the students the fundamental concept of Forensic Sciences. It provides information on crime scene, collection and preservation of evidence and various types of impression evidence such as finger prints, foot prints, tool marks, and tyre prints used in identification of individuals and objects. A brief account on trace evidence materials like dust, glass, soil, fibres and hairs too is included. Introductory topics on DNA evidence, firearm identification, explosives, and questioned documents also form part of the syllabus. The students are also taught photographic techniques, digital cameras in criminal investigation.

### *List of text/reference books:*

1. M. M. Houck and J. A. Siegel, *Fundamentals of Forensic Sciences*. Elsevier Academic Press, 2006.
2. R. Saferstein, *Criminalistics: An introduction to Forensic Sciences* (8<sup>th</sup> Ed). Prentice-Hall, 2004.
3. S. H. James and J. J. Nordby, *Forensic Sciences: An Introduction to Scientific and Investigative Techniques*. CRC Press, 2003.
4. P. R. De Forest, R. E. Gaensslen and H. C. Lee, *Forensic Sciences; An Introduction to Criminalistics*. New York: McGraw-Hill Book Company, 1983.

## **GTS307/3- Physical Activity, Growth and Development**

This course exposes the students to issues related to physical growth and development with regards to physical activity. Discussion on the maturation process, morphological and functional changes in relation to exercise and training will be conducted.

### *List of text/reference books:*

1. Thies K.M. and Travers J.F., *Growth and Development through the Lifespan* (2<sup>nd</sup> Ed.). Sudbury, MA: Jones and Bartlett Publishers, 2009.
2. Malina, R. M., Bar-Or, O., Bouchard, C., *Growth, Maturation and Physical Activity* (2<sup>nd</sup> Ed.). Champaign, IL: Human Kinetics, 2001.
3. Jurimae, T. and Hills, A. P., *Body Composition Assessment in Children and Adolescents*. Karger, 2001.

## **GEG309/2-Principles of Forensic Dentistry**

This course details the application of dental science knowledge for forensic work such as human identification and bite mark investigation. The theory and some practices in forensic dental work such as bite mark analyses and identification process using dental records are introduced. Students will also be introduced to disaster victim identification and record management. The course will be conducted via lecture, tutorial and discussion. Students will be assessed through continuous assessment and final examination.

### *List of text/reference books:*

1. Senn DR, Weems RA. *Manual of Forensic Odontology* (5<sup>th</sup> Ed.) Boca Raton: CRC Press 2013
2. Senn DR, Stimson PG. *Forensic Dentistry* (2<sup>nd</sup> Ed.) Boca Raton: CRC Press 2010.
3. Dorion BJ. *Bite mark evidence: a colour atlas and text* (2<sup>nd</sup> Ed.) Boca Raton: CRC Press 2011.

## **GEG311/2 -Botany and Health**

This course introduces the associations between plants and health. The topics include history of plant usage in health, plant morphology and taxonomy, basic plant biochemistry, plant secondary metabolites, plant biotechnology, conservation and preservation of plant resources, ethnobotany and how a health botanical product is derived. Students will be exposed to articulate ethnobotany information with scientific studies. Management of botany and health project will trigger communication skills and team work among the students.

### *List of text/reference books:*

1. Lewis, W, Walter, H and Memory, R. F. Elvin-Lewis. *Medical Botany: Plants Affecting Human Health* (2<sup>nd</sup> Ed.). New Jersey: John Wiley & Sons. Inc., Hoboken, 2003.
2. Sneader, W., *Drug Discovery: A History*. John Wiley & Sons. England. 2005.
3. Chooi, O. H. *Tumbuhan Liar: Khasiat ubatan dan kegunaan lain*. Utusan Publication & Distributors Sdn. Bhd., 2004.
4. Hasmah Abdullah. *Kepelbagaian Spesies Tumbuhan dan Pemeliharaannya di Malaysia*. Dlm. Haliza A. R. Dan Rohasliney Hashim. Pnyt). *Pemeliharaan dan pemuliharaan alam sekitar di Malaysia*. Penerbit Universiti Sains Malaysia. Pulau Pinang.

## **GEG313/2-Health Economics**

The course covers both, microeconomic and utilization of healthcare services as well as its association with issues within the health organization and its deliverable to the community. Economic evaluation as a basis of healthcare policy making will be discussed focusing on both; individual and community and supply and demand in health care services. The course will be taught through lectures and tutorial. Students will be assessed through tests, assignments, presentation and final examination.

### *List of text/reference books:*

1. Syed Aljunid et al. *Ekonomi Kesihatan*. Dewan Bahasa & Pustaka Publication 2013.
2. Clewar, A & Perkins, D. *Economics for Health Care Management*. New York: Prentice Hall, 1998.
3. Drummond, M.F. *Method for the Economy Evaluation of Health Care Programmes* (2<sup>nd</sup> Ed.). Oxford: Oxford Medical Publication. 1997.

## **GEG315/3-Fiqh of Health**

This course introduces students to the Islamic solution to some issues related to health sciences. The understanding of the basic formulation of Islamic law will be discussed in relation to issues raised in the course. The discussion of the issues will be divided into three categories that are most critical, critical and daily issues. The course will be taught through lectures and tutorial. Students will be assessed through tests, assignments, presentation and final examination.

### *List of text/reference books:*

1. Ahmad, Yusuf Al-Hajj. *The Islamic Guideline on Medicine*, Darussalam, Riyadh: KSA. 2010.
2. Harny Mohd Yusoff. *Fikah Perubatan*. Selangor, Batu Caves: PTS Millennia, 2011.
3. Al-Ashqar, Muhammad Sulaiman, *Ijtihad Di Dalam Fiqh Perubatan*, Kuala Lumpur: Pustakan Syuhada, 2004.
4. Fazlur Rahman, *Kesihatan dan Perubatan Dalam Tradisi Islam*. Kuala Lumpur: Dewan Bahasa dan Pustaka, 1992.
5. Mckenzie, J.F, Pinger R.B, Kotecki. *An Introduction to Community Health* (6<sup>th</sup> Ed). Canada: Jones and Bartlett, 2008.

## **GTS407/3-Therapeutic Exercises**

This course introduces students to the causes, prevalence and incidence of diseases in the human population and the effects of physical activity on them. This course also covers the application of specific exercises for prevention and treatment of chronic diseases. This course will be taught via lectures, practical and discussion. Student will be assessed through tests, assignments, presentation and final examination.

### *List of text/reference books:*

1. Durstine J.L., *ACSM's Exercise Management for Persons with Chronic Diseases and Disabilities* (3<sup>rd</sup> Ed.). Champaign, IL: Human Kinetics, 2009.
2. Myers J. and Nieman D.C., *ACSM's Resources for Clinical Exercise Physiology: Musculoskeletal, Neuromuscular, Neoplastic, Immunologic and Hematologic Conditions* (2<sup>nd</sup> Ed.). Philadelphia, PA: Wolters Kluwer Health/ Lippincott Williams & Wilkins Health, 2010.
3. Roitman J.L. and LaFontaine T., *The Exercise Professional's Guide to Optimizing Health: Strategies for Preventing and Reducing Chronic Disease*, Philadelphia, PA: Wolters Kluwer Health/ Lippincott Williams & Wilkins Health, 2012.

## **LAA100/2–Arabic Language I**

This course introduces Arabic letters to the students, pronounce and write it correctly. The students practice to communicate about themselves, family and friends by using the language properly and using the vocabulary accurately with the application in basic grammar in communication. The students also learn to make simple sentences by using the elementary in vocabulary in a good manner and in a positive way which is included in the course.

### *List of text/reference books:*

1. Haroon Shirwani. *Build your Arabic Vocabulary*. New York, McGraw-Hill, 2007.
2. Kershul, K.K, *Arabic in 10 Minutes A Day*. Seattle Bilingual Books, Inc., 2004.
3. Al-Fauzan, A.E., Husain, M.T. & Muhammad Fadl, M.A.. *Al-Arabiah Baina Yadaik, Student's Book 1*. Riyadh, Arabic for all, 2004.
4. Hamdi Mahmud Abd Mutholib, *An-Nahu Al-Muyassar*. Darul Afaq Al-Arabiah, Kaherah, 2001.
5. Haji Ishak Abbas, *Kamus Al-Jadidi Arab-Melayu*. Seri Kota Publications, 2001.
6. Dr. Fa Abd. Rahim, *Durus Al-Lughah Al-Arabiyah Li Ghsiri Nathiqin Biha* (1410H), Madinah Islamic University, Saudi Arabia.

## **LAJ100/2–Japanese Language I**

This course enables students to apply the basic grammar in writing and speaking, recognize the hiragana's letter, pronounce it nicely and write it correctly, interact in daily conversation based on certain situation and discuss about 3 elements on culture, lifestyle and matter which are related with Japan.

*List of text/reference books:*

1. Makino, Akiko. *Minna no Nihongo Shokyu Choukai Tasuku 25 (Listening Comprehension Tasks)*, Japan: 3A Corporation, 2004.
2. Haruhara Kenichiro. *Nihongo Takarabune*, Japan: ASK, 2004.
3. Miyazaki Michiko, Goshi Sachiko, *Now You're Talking*. Japan:3A Corporation, 2003.

## **LAA200/2–Arabic Language II**

This course is a continuation of Arabic Language I. The brief description about the basic script of Arabic are given as a revision. In this course, students were taught the appropriate skill of communication. The students will learn the nouns, verbs, and conjunctions in Arabic.

*List of text/reference books:*

1. Haroon Shirwani. *Build your Arabic Vocabulary*. New York, McGraw-Hill, 2007.
2. Kershul, K.K.. *Arabic in 10 Minutes A Day*. Seattle Bilingual Books, Inc., 2004.
3. Al-Fauzan, A.E., Husain, M.T. & Muhammad Fadl, M.A., *Al-Arabiah Baina Yadaik, Student's Book 1*. Riyadh, Arabic for all, 2004.
4. Hamdi Mahmud Abd Mutholib, *An-Nahu Al-Muyassar*. Darul Afaq Al-Arabiah, Kaherah, 2001.
5. Haji Ishak Abbas, *Kamus Al-Jadidi Arab-Melayu*, Seri Kota Publications, 2001.
6. Dr. Fa Abd. Rahim, *Durus Al-Lughah Al-Arabiyah Li Ghsiri Nathiqin Biha* (1410H). Madinah Islamic University, Saudi Arabia

## LAJ200/2–Japanese Language II

This is a continuation of Japanese Language I. In this course, the students will apply the verbs broadly especially in using the conjunction, use more in basic sentence for speaking exercise, read and write in katakana's letter and apply the basic sentences in daily conversation.

*List of text/reference books:*

1. Makino, Akiko. *Minna no Nihongo Shokyu Choukai Tasuku 25 (Listening Comprehension Tasks)*. Japan: 3A Corporation, 2004
2. Haruhara Kenichiro. *Nihongo Takarabune*. Japan: ASK, 2004.
3. Miyazaki Michiko, Goshi Sachiko, *Now You're Talking*. Japan : 3A Corporation 2003.