

COURSE SYNOPSIS

BACHELOR OF PSYCHOLOGY WITH HONOURS

BPKP CODE	PROGRAMME
HA13	Industrial and Organizational Psychology
HA16	Youth and Community Development
HA19	Counseling Psychology
HA20	Child and Family Psychology

BACHELOR OF SOCIAL WORK WITH HONOURS

BPKP CODE	PROGRAMME
HA52	Social Work

BACHELOR IN EDUCATION WITH HONOURS

BPKP CODE	PROGRAMME
HT06	Education with TESL
HT19	Early Childhood Education
HT16	Science With Education Programme
HT17	Education With Social Sciences

BACHELOR IN SPORTS SCIENCE WITH HONOURS

BPKP CODE	PROGRAMME
HS20	Sports Science

PT10103 INTRODUCTION TO PSYCHOLOGY

This course provides basic knowledge of individual and interpersonal relationship towards job identity development. Topics featured in this course included: introduction and perspective of psychology, personality development, social function and influence, emotion, motivation, psychological problems, perception and memory, learning and thinking, and measurement.

References

- Asmawati D., Getrude C., Mariny A.G., Siti Rozaina K., Noor Azniza I, Nabisah I., & Mohd Makzan M. (2015) *Pengantar Psikologi*. KL: SJ Learning.
- Coon, D., & Mitterer, J.O. (2010). *Introduction to Psychology* (12th ed.). Belmont, CA: Cengage.
- Feist, G.J., & Rosenberg, E.L. (2010). *Psychology: Making Connections*. New York: McGraw-Hill.
- Feldman, R.S. (2009). *Understanding Psychology* (9th ed.). New York: McGraw-Hill.
- Huffman, K., Vernoy, M., & Vernoy, J. (2009). *Psychology in Action* (7th ed.). Singapore: Wiley.
- Morris, V.G. & Maisto. A.A. (2008). *Understanding Psychology* (9th ed.). New Jersey: Prentice-Hall.
- Wade, C., & Tavis, C. (2008). *Psychology* (9th ed.). Upper Saddle River, NJ: Pearson.

PT10803 INDUSTRY REVOLUTION AND RESEARCH METHODOLOGY

This course introduces the philosophy and basic concept of research method in behavioral sciences. Students will be introducing to the quantitative and qualitative research method. The main focus of this course more on the introductory topics, such as definition and the main purpose of science, scientific method, the definition of research, types of research, characteristics of researcher, the research process, statement of the problem, creating the research objective, literature review/ basic theory, research methodology, and using the appropriate references and citation. The course also provides the basic skills to create a research proposal.

References

- Schwab. K. (2016). *The Fourth Industrial Revolution*. World Economic Forum. Geneva.
- UMS: Kerangka Revolusi Industri 4.0.
- Shaughnessy, J. J., Zechmeister, E. U., & Zechmeister, J. S. (2012). *Research Methods in Psychology* (9th ed.). New York: McGraw-Hill
- American Psychological Association. (2009). *Ethical principals in the conduct of research with human participants*. Washington: Author.
- Elmes, D. G., Kantowitz, B. H., & Roediger III, H. L. (2003). *Research methods in psychology* (7th ed.). California: Wadsworth/Thomson Learning.
- Goodwin, C.J. (2014). *Research in psychology: Methods and design* (7th ed.). New Jersey: John.Wiley & Son, Inc.
- Kerlinger, F. N., & Lee, H. B. (2000). *Foundation of behavioral research* (5th ed.). California: Wadsworth/Thomson Learning

PT10303 SYSTEM AND THEORY IN PSYCHOLOGY

This course introduces and provides knowledge to students about the history of the psychology disciplines beginning in the late 19th century, when psychology became a separate and independent discipline. This course is also related to the contribution of ideas and theoretical point of views from various disciplines such as philosophy, physiology, engineering, mathematics and medical that lead to the establishment of psychology as a new and distinct field of study.

References

- Schultz, D. P. & Schultz, S. E. (2012). *Modern Psychology A History* (10th ed.). United States: Wadsworth.
- Benjamin, L.T. (2008). *A History of Psychology: Original sources and contemporary research*. Boston, MA: McGraw Hill.
- Brennan, J. F. (2005). *Readings in the history and systems of psychology*. Upper Saddle River, NJ: Pearson.
- Hargenhahn, B. R. (2008). *An Introduction to the history of psychology*. Belmont, CA: Brooks/Cole.
- Hothersall, D. E. (2005). *History of Psychology*. Boston, MA: McGraw-Hill.
- Leahey, T. H. (2001). *Readings in the history of psychology*. Upper Saddle River, NJ: Pearson.
- Weithermer, M. (2008). *A Brief history of psychology*. Singapore: Wadsworth.

PT10403 INTRODUCTION TO DEVELOPMENTAL PSYCHOLOGY

The course introduces and exposes students to the growth and development during early human development from child until old. It also covers social and personal adjustment, career and family adjustment during the adult period. Among the topics to be discussed are growth, prenatal development, early development of newborn infants, children, maturity, adolescent, adult and older people.

References

- Goswami, U. (2011). *The Wiley-Blackwell Handbook of Childhood Cognitive Development* (Edited). United Kingdom: Blackwell Publishers Ltd. The Atrium, Southern Gate, Chichester, West Sussex, PO19 8SQ.
- Langford, P.E. (2005). *Vygotsky's Developmental and Educational Psychology*. New York: publisher Taylor & Francis 270 Madison Avenue, New York NY 10016.
- Miller, P.H. (2011). *Theories of Developmental Psychology* (5th Ed.) New York: WoodsWorth Publishers 41 Madison Avenue.
- Rachel Gillibrand, R., Lam, V., & O'Donnell, V.L. (2011). *Developmental Psychology* (2nd Ed.). United Kingdom: Pearson Education Limited, Edinburgh Gate Harlow CM20 2JE.
- Shaff Er, D.R., Kipp, K. (2010). *Developmental Psychology: Childhood and Adolescence* (8th Edition). Canada: Wadsworth, Cengage Learning.

PT10503 INTRODUCTION TO SOCIAL WORK

This course will discuss the basic query relating to social work, social well-being, social policies and social services. It starts with the idea to analyze the social well-being, the issues on the value of welfare, welfare rights, the functions of the leader and the concept of social problems. This is followed by the handling of these social problems by discussing the history of social work practice, philosophy and the practice of social work. The course will also talk about the theories involved in the foundation of social work.

References

- Bell, L & Letchfield, T.H. (2015). *Ethics, values and social work practice*. Maidenhead : Open University Press
- Farley O. W., Smith L. L., & Bowle S. W. (2012). *Introduction to social work*. (12th ed.). Pearson: Allyn & Bacon.
- Hepworth, D. H., Rooney, R. H., Rooney, G. D., Strom-Gottfried, K., & Larsen, J. A. (2006). *Direct Social Work Practice: Theor and Skills*. (7th ed.) Australia: Thomson, Brooks/Cole.
- Morales, T., Sheafor B. W., & Scott, M. E. (2006). *Social work: A profession of many faces*. Pearson.
- Rusinat Sayuti, Ahmad Shukri Abdul Hamid & Jasmawati Fauzaman. (2014). *Pengantar Kerja Sosial*. Kuala Lumpur : UUM Press.
- Walsh, J. (2013). *Theories for direct social work practice*. Belmont, Calif. : Cengage Learning
- Zastrow, C. (2000). *Introduction to Social Work and Social Welfare*. (7th ed.). Belmont, CA: Brooks/Cole.

PT10603 PERSONALITY AND INDIVIDUAL DIFFERENCES

This course provides the vital aspects in psychology such as personality, individual differences and intelligence to students as well as it covers the definition and concept of personality, theories in personality, methods of personality research, psychopathology, creativity, leadership and vocational interest.

References

- Chamorro-Premusic, T. (2018). *Personality and Individual Differences* (4th ed.). Glasgow, Great Britain: BPS Blackwell.
- Maltby, J., Day, L. & Macaskill, A. (2007). *Personality, Individual Differences and Intelligence*. Harlow: Pearson.
- Funder, David. C. (2007). *The Personality Puzzle* (4thed). New York: W. Norton.
- Feldman, R.S. (2005). *Essentials of Understanding Psychology* (6th Edition). USA: McGrawHill.
- Carver, C. S. & F. Schier. (2004). *Perspectives on Personality* (5thed). Boston: Allyn & Bacon.

PT10703 INDIVIDUAL AND SOCIETY DEVELOPMENT

This course discusses the theory, philosophy, basic concepts and principal related to individual and society

development that covers socialists, community, cultural, organisation and social institution, social change, population as well as social stratification and environment.

References

- Ismail Yusuff. (2008). *Pengenalan kepada sains sosial*. Sintok: Penerbit Universiti Utara Malaysia.
- Hunt, E.F., dan Colander, D.C. (2011). *Social science: An introduction to the study of society*. Boston: Allyn & Bacon.
- Junaenah Sulehan et al. (2005). *Masyarakat perubahan dan pembangunan*. Bangi: Penerbit Universiti Kebangsaan Malaysia.
- Ismail Yusuff. (2008). *Pengenalan kepada sains sosial*. Sintok: Penerbit Universiti Utara Malaysia.
- Hunt, E.F., & Colander, D.C. (2011). *Social science: An introduction to the study of society*. Boston: Allyn & Bacon.

PT21503 BASIC BEHAVIOURAL CHANGE

This course will provide an introduction to the concepts and methodologies that constitute the foundations of the Behaviour Modification and Applied Behaviour Analysis fields. Although emphasis will be on operant (Skinnerian) conditioning, a relevant information on respondent (Pavlovian or "classical") conditioning is also included. The application includes a number of settings such as hospitals, schools and institutions, home, child-care centers, children's organizations as well as industry and society in general. Because of its use in various types of setting some other approaches will also be discussed in the course, such as the application of social learning theory and cognitive approaches.

References

- Martin, G. L., & Pear, J. (2014). *Behaviour Modification: What it is and How to do it*. Harlow : Pearson
- Kazdin, A. E. (2001). *Behavior modification in applied settings*. California: Wadsworth.
- Miltenberger, R. G. (2016). *Behavior modification: Principles and procedures*. Boston: Cengage Learning.
- Sarafino, E. P. (2004). *Behavior modification: Principles of behavior change*. California: McGraw .

PT20803 DATA ANALYSIS

This course focuses on introducing statistical inferential techniques by applying them in the context of data analysis. The principle of data analysis is introduced by recapitulating the following concepts: variable, scale of measurement, hypothesis, testing hypothesis, interpretation and writing up of the interpretation (accordingly as suggested). After recollecting about the elements of descriptive statistics which have been taught in an earlier course, the following techniques will be introduced: correlation, regression, t-test, ANOVA and post hoc test, 2-way ANOVA, one-way repeated measures ANOVA, and nonparametric statistics. Each one will be introduced by using the principle 'data analyses as implied above by referring students to a set of collected data. Students are required to use a set of data for the required assignments.

References

- Coakes, S. J., Steed, L., & Dzidic, P. (2010). *SPSS version 17.0 for windows: Analysis without anguish*. Sydney: John Wiley

& Son Australia, Ltd.

Dunn, S. D. (2001). *Statistic and data analysis for the behavioral sciences*. New York: McGraw-Hill.

Howitt, D., & Cramer, D. (2000). *An introduction to statistics in psychology: A complete guide for students*. (2nd ed.). Harlow, England: PrenticeHall.

Iran Herman. (2004). *Statistik dan analisis data sains sosial*. Alor Star: Percetakan Ustaras Sdn. Bhd.

Kerlinger, F. N., & Lee, H. B. (2000). *Foundation of behavioral researched*. Belmont, CA: Wadsworth/Thompson Learning.

PT20903 SOCIAL STATISTICS

The course aim is to introduce the statistical concepts to the student. Student will be guided to solve statistical problems in the context of psychology and social work. The topics covers in the course are statistics as a tool in research, scale of measurement, type of data and data collection, descriptive statistics, and inferential statistics: parametric and non-parametric statistics.

References

Aaron, A., Aaron, E. N., & Coups, E. J. (2009). *Statistics for psychology*. (5th ed.) New Jersey: Pearson Education, Inc.

Heiman, G. W. (2006, 2011). *Basic statistics for the behavioral sciences*. Belmont, CA: Wadsworth, Cengage Learning.

Iran Herman. (2004). *Statistik dan analisis data sains sosial*. Alor Setar: Percetakan Ustaras Sdn. Bhd.

Dunn, S. D. (2001). *Statistics and data analysis for the behavioral sciences*. Boston: McGraw-Hill.

Yahya Mahamood. (2001). *Statistik inferensi untuk sains tingkahlaku*. Kuala Lumpur: Dewan Bahasa dan Pustaka.

Howitt, D., & Cramer, D. (2000). *An introduction to statistics in psychology: A complete guide for students*. (2nd ed.). Harlow, England: PrenticeHall.

Alias Baba. (1999). *Statistik dalam penyelidikan sains sosial dan pendidikan*. Kuala Lumpur: Dewan Bahasa dan Pustaka.

PT21003 INTRODUCTION TO EXPERIMENTAL PSYCHOLOGY

This course provides a basic knowledge and practical about how to conduct laboratory research. Among the topics in this course are the introduction and history of laboratory psychology, formulating hypothesis, research method and ethics in conducting experimental research. This course provides on how to write a proper research report based on APA (American Psychological Association) format.

References

Christensen, L. B. (2007). *Experimental methodology*. Boston: Pearson/Allyn & Bacon.

Kantowitz, B. H., Roediger, H. L., & Elmes, D. G. (2005). *Experimental psychology: Understanding psychological research*. Belmont, CA: Wadsworth/Thomson.

Martin, D.W. (2008). *Doing psychology experiments*. (7th ed.) Belmont, CA: Thomson/Wadsworth.

McGuigan, F.J. (1997). *Experimental psychology: Methods of research* (7th ed.) New Jersey: Prentice Hall.

Shaughnessy, J. J., Zechmeister, E. B. & Zechmeister, J. S. (2006). *Research methods in psychology*. Boston, MA: McGraw-

Hill

Solso, R. L., Maclin, M. K. (2002). *Experimental psychology: A case approach*. (7th ed.). Boston, MA: Allyn and Bacon.

PT21103 INTERVIEWING AND OBSERVATIONAL SKILLS

This course will provide the basic knowledge about the methods and techniques of interview among the topic to be discussed are interviewing principal, technique in interview, observation principal, level of observation and instrument using in doing observation. The student also will be exposed to the method of doing interview and observation through laboratory practical.

References

- Ivey, A. E. & Ivey, M. B. & Zalaquett, C. P. (2018). *Intentional interviewing and counseling: Facilitating client development in a multicultural society* (9th ed.). Belmont, CA: Brooks/Cole.
- Steward, C. J. & Cash Jr., W. B. (2014). *Interviewing: Principles and practices*. (14th ed.). New York, NY: McGraw Hill.
- De Jong, P & Berg, I. K. (2013). *Interviewing for solutions*. (4th ed.). Belmont, CA: Brooks/Cole.
- Billman, J. & Sherman, J. (2003). *Observation and participation in early childhood settings: A practicum guide*. (2nd ed.). Boston, MA: Pearson.

PT21203 PHYSIOLOGICAL PSYCHOLOGY

Physiological psychology is a sub-area of psychology that takes a physiological approach to understanding behaviour. Physiological psychology is a course that explores the physiological basis of psychological aspects of functioning such as emotion, sleep, fear, panic, motivation, learning and psychological disorders. Accordingly, with this course, students are able to identify, describe and understand the interrelationship between psychology and physiology with regards to internal structure of the human body and its association with psychology.

References

- Freberg, L.A. (2019). *Discovering Behavioral Neuroscience*. Boston, MA: Cengage.
- Kalat, J. W. (2019). *Biological psychology*. Belmont, CA: Cengage
- Pinel, J. P. J. (2018). *Biopsychology*. Boston, MA: Pearson.
- Tortora, G.J. & Derrickson, B. (2014). *Principles of Anatomy & Physiology* (4th Ed.). Hoboken, NJ: John Wiley & Sons, Inc.

PT21303 HUMAN BEHAVIOUR AND SOCIAL ENVIRONMENT

This course critically discusses the concepts, theories and studies relating to the bio-psychosocial development of human survival, human development and behavior in social environment especially in family context, group, organization and community. The course will teach learner the impact of human varieties in development and behavior in the context of social

environment.

References

- Ashford, J.B., Lecroy, C.W. and Lortie, K.L. (2001). *Human behavior in the social environment: A multidimensional perspective*. Belmont, CA: Wadsworth/Thomson Learning.
- Schriver, J.M. (2004). *Human behavior and the social environment: shifting paradigms in essential knowledge for social work practice (4th ed)*. Boston: Allyn & Bacon.
- Maconis, J.J. (2005). *Social problem (2nd Ed)*. Pearson Education.

PT21403 SOCIAL POLICY AND PLANNING

This course discusses the concepts, theories, models of policy and the social health development program. It covers the meaning of social policy, social health, the process of formulate policy, the formulation of social policies, the implementation of policies to the plan, the process of arranging the plans, strategies, methods and approaches in social development, the implementation of the plans to the social programs, types of social programs and the structure of social program. This course will also talk about the influence of economy, politic and social structure of the community on the formulation, application and implementation of the policies and social planning. Some methods on the evaluation of policies, planning and the social health program (CBA, CEA, SWOT) as well as the accountability of the policies, planning and social health program will also be debated.

References

- Davidson, J., & Bifulco, A. (2018). *Child Abuse and Protection: Contemporary issues in research, policy and practice*. Routledge.
- Jimenez, J., Pasztor, E. M., Chambers, R. M., & Fujii, C. P. (2014). *Social policy and social change: Toward the creation of social and economic justice*. Sage Publications.
- Jansson, B. S. (2015). *Social welfare policy and advocacy: Advancing social justice through 8 policy sectors*. Sage Publications.
- Pople, P. R., & Leighninger, L. (2015). *The policy-based profession: An introduction to social welfare policy analysis for social workers*. Allyn & Bacon, Inc..
- Reisch, M. (Ed.). (2013). *Social policy and social justice*. Sage Publications.
- Van Wormer, K. S., & Link, R. J. (2015). *Social welfare policy for a sustainable future: the US in global context*. Sage Publications.

PT31503 ABNORMAL PSYCHOLOGY

Abnormal psychology is an important course component for students of psychology from the point of clinical assessment and diagnosis. Apart from that, it also help the students to understand the different types and classification of abnormal behavior along with its appropriate treatment.

References

- Barlow, D. H., & Durand, V. M. (2015). *Abnormal Psychology*. (7th ed.). Singapore: Cengage learning.
- Butcher, J. N., Mineka, S., & Hooley, J.M. (2008). *Abnormal Psychology. Core Concepts*. USA: Pearson.
- Hansell, J., & Damour, L. (2008). *Abnormal Psychology (2nd ed)*.Wiley: USA
- Nevid, J. S., Rathus, S. A, & Greene, B. (2008). *Abnormal Psychology in A Changing World*. USA: Pearson.
- Davison, G. S., Neale, J. M., & Kring, A. M.(2004).*AbnormalPsychology*. Wiley: USA.

PT31603 SOCIAL PSYCHOLOGY

This course discusses human behavior in the social context. Social psychology will be discussed as a formal discipline from the aspect of theories, the methodologies used and the related issues. This course will focus on important topics such as attribution, perception, self-concept, and attitude. The issues will be relate to the various phenomena that happened in the social context such as prejudice and discrimination, interpersonal attraction, interdependency relationship, social influence, pro-social behavior and aggression.

References

- Aronson, E., Wilson, T.D., Akert, R.M. & Sommers, S.R. (2018). *Social Psychology*. (9th. ed.). United States of America: Pearson Education Limited
- Baumeister, R. F. & Bushman, B. J. (2011). *Social Psychology and human nature*. (2nd ed). Canada: Cengage Learning.
- DeLamater, J. D & Myers, D. J. (2011). *Social Psychology*. (7th ed.). United State of America: Cengage Learning.
- Myers, D. G. (2014). *Social Psychology* (11th ed.). New York: McGraw Hill Companies, Inc.

PT31703 PSYCHOLOGICAL TESTING AND MEASUREMENT

Tests are used to make decisions. An understanding of psychological testing is necessary in many settings where important decisions (e.g., university admissions, job placement, clinical assessments) made about individuals. Through this course students will be learned the concepts of psychological testing, the principles of psychological measurement, the process of test development, the process of selection, administration and scoring of psychological test, methods used to analyze psychometric properties of psychological test, types of psychological test (with particular attention to the cognitive ability, interest, and personality test). The course also discusses the use of psychological tests to make decisions in personnel, counseling and education settings.

References

- Miller, L.A. & Lovler, R. L. (2016). *Foundations of psychological testing: A practical approach* (5th Ed.).London: Sage.
- Gregory, R. J. (2014). *Psychological testing: History, principles, and application* (7th ed.). Singapore: Pearson.
- Cohen, R.J., Swerdlik, M. E., & Sturman, E.D. (2013). *Psychological testing and assessment: An introduction to test and measurement* (8th ed.). New York: McGraw Hill International Edition.

Hogan, T.P. (2013). *Psychological testing: A practical introduction* (3rd. Ed.). USA: John Wiley & Sons, Inc.

Kaplan, R. M. & Saccuzzo, D. P. (2017). *Psychological testing: Principles, applications and issues* (9th Ed.). California: Brooks/Cole Publishing Company Pacific Grove.

PT31803 LEARNING AND COGNITIVE PSYCHOLOGY

This course is important in giving students an opportunity to understand the basic concepts of various theories of learning and cognition including application and analyze the theories of learning and cognition.

References

- Ormrod, J. E. (2008). *Human Learning*. (5th ed.). New Jersey: Pearson Merrill, Prentice Hall.
- Reed, S. K. (2007). *Cognition: Theory and Applications*. (7th ed.). Australia: Thomson Wadsworth.
- Sternberg, R. J., & Sternberg, K. (2012) *Cognition*. Canada: Wadsworth.
- William, D. T. (2007). *Cognition: The thinking animal*. (3rd ed.). USA: Prentice Hall.

PT31903 SOCIAL WORK LABORATORY

This course provides experience for learners who need the skills to work with an individual and a group in a situation that requires self-development and problem solving. The skills learnt are self-skills, empathy and interview techniques. Most of the lessons and training will be conducted in a Social Work Laboratory.

References

- Cournoyer, B. (1991). *The social work skills workbook*. CA: Wadsworth.
- Kadushin, A. (1992). *The social work interview*. New York: Columbia University Press.
- Royse, D., Dhooper, S. S., & Rompf, E.L. (1993). *Field instruction: A guide for social work students*. New York: Longman.
- Sevel, J., Madrigal, C., & Cummins, L. (1999). *Social work skills demonstrated: Beginning direct practice CD- ROM with student manual*. Boston: Allyn & Bacon.
- Wilson, S. (1980). *Recording: Guidelines for social workers*. New York: Free Press.

INDUSTRIAL AND ORGANIZATIONAL PSYCHOLOGY PROGRAMME (HA13)

PI10103 INDUSTRIAL AND ORGANIZATIONAL PSYCHOLOGY

This course provides a big picture of the theories, researches, and practices in industrial and organizational psychology. Among the issues to be addressed includes research method in industrial and organizational psychology; personnel issues such as job analysis, recruitment, staffing, test selection and training; the workers issues such as motivation, job satisfaction managing stress, and the quality of works life; organizational issues such as communication at work place, group dynamic, leadership power (authority); the political issues and the influences at work place, organization structure and the employee-union relation; and job environment issues such as human factor, the roles of the job and job safety.

References

- Aamodt, M. G. (2013). *Industrial/Organizational Psychology: An applied approach*. California: Thomson.
- Berry, L. M. (1998). *Psychology at work: An introduction to industrial and organizational psychology*. Boston: McGraw-Hill.
- Levy, P. E. (2006). *Industrial/Organizational psychology: Understanding the workplace*. Boston: Houghton Mifflin.
- Riggio, R. E. (2013). *Introduction to industrial/organizational psychology*. (6th ed.). New Jersey: Prentice Hall. Schultz, D. P. & Schultz, S. E. (2010). *Psychology and work today: An introduction to industrial and organizational psychology*. (10th ed.). New Jersey: Prentice Hall.

PI10203 LEADERSHIP

Leadership knowledge and skills are important to students for managing themselves and organizations effectively and efficiently. This course exposes students to leadership and how it influences behavior, human relations, and task completion. Among the topics to be discussed are leadership characteristics, leadership theories, leadership in groups and teams, the relationship between motivation and leaders' personality, and leaders' creativity.

References

- Dubrin, A.J. (2018). *Leadership: Research findings, practice and skills*. (7ed.). Canada: South-Western, Cengage Learning.
- Bratton, J., Grint, K., & Nelson, D.L. (2004). *Organizational leadership*. United States: South-Western, Thomson.
- Yukl, G. (2018). *Leadership in organizations*. (7th ed). New Jersey: Prentice Hall.

PI20303 PERSONNEL PSYCHOLOGY

The basic objective of this course is to introduce student the personnel aspects in organizations. Topics that will be discussed in this course are selection, placement, job performance, test and measurement in psychology, training and learning process, motivation and the safety of the workers.

References

- Berry, L. M. (1998). *Psychology at work: An introduction to industrial and organizational psychology*. Boston: McGraw-Hill.
- Cascio, W. F. & Aguinis, H. (2005). *Applied psychology in human resource management*. New Jersey: Pearson Prentice Hall.
- Levy, P. E. (2006). *Industrial/Organizational psychology: Understanding the workplace*. Boston: Houghton Mifflin.
- Riggio, R. E. (2013). *Introduction to industrial/organizational psychology*. (6th ed.). New Jersey: Prentice Hall.
- Patrick, J. (1992). *Training: Research and practice*. London: Academic Press.

PI20403 WORK, PHYSIOLOGY AND ERGONOMICS

This course provides knowledge and skills to students about the ergonomics field (human factors) that relate to the industry. This course relates closely to experimental psychology and is a combination of engineering and psychology. The main topic of this course includes production and workstation design, cognitive ergonomics, anatomy and anthropometry, human-machine interaction.

References

- Bridger, S. (2018). *Introduction to human factors and ergonomics*. New York: McGraw-Hill.
- Fuller, C. W. & Vassie, L. H. (2008). *Health and safety management*. London: FT Times.
- Goetsch, D. L. (2008). *Occupational safety and health*. Upper Saddle River, NJ: Pearson.
- McCauley-Bush, P. (2012). *Ergonomics: foundational principles, applications, and technologies*. Boca raton, FL: CRC Press.
- Stanton, N. et al., (2005). *Handbook of human factors and ergonomics methods*. Bpca Raton, FL: CRC Press.
- Wickens, C. D. (2004). *An introduction to human factors engineering*. New York: Addison.
- Kromer, K. H. T. (2002). *Fitting the task to human: An occupational ergonomics*. London: Taylor & Francis.

PI20503 ORGANIZATIONAL PSYCHOLOGY

The course provides knowledge and skills to the students on methodology, management issues and effective organizational management. This course is important as it helps students to be equipped with knowledge and skills in understanding how organizations affect individual behavior. The topics are discussed in this course are as follows; issues in management, organizational structures, organizational culture, critical thinking about organization, management process, individuals in the organization, role expectations, perception, diversity and personality, problem solving and decision making. The course is expected to improve student's skills and efficiency in organization management, especially on the psychological aspect.

References

- Arnold, J., Silvester, J., Patterson, F., Robertson, I., Cooper, C.L., & Burnes, B. (2004). *Work psychology: Understanding human behaviour in the workplace*. (4th ed.). London: FT Press, Prentice Hall.
- Cooper, C. L. & Robertson, I. (2003). *Organizational psychology & development: Key topics for students and practitioners (Key issues in industrial & organizational psychology)*. England: John Wiley & Sons.

Borman, W. C., Ilgen, D. R. Klimoski, R. J. & Weiner, I. B. (2003). *Handbook of psychology, industrial and organizational psychology*. Volume 12. Wiley.

Jex, S. M., & Britt, T. W. (2008). *Organizational psychology: A scientist-practitioner approach*. (2nd ed.). New York: John Wiley & Sons, Inc.

PI30603 INTRODUCTION TO PERSONNEL ASSESSMENT

This course emphasizes on the varieties of personnel decision in industry and organizational setting, types of tests and assessment used for personnel decision, and techniques used to develop personnel assessment used for personnel decision making. Through this course students will be able to explain the importance of using personnel assessment in personnel decision, students also will learn how to select, design and conduct personnel assessment use for selection, promotion, and placement for personnel decision making. The course is divided into two main parts: First, discusses types of assessments used for personnel decisions. Second, discussed psychological tests used in personnel setting, with particular attention to the domain of cognitive tests, personality tests, and integrity tests.

References

Highhouse, S., Doverspike, D., & Guion, R. M. (2015). *Essentials of personnel assessment and selection* (2nd Ed.). London: Taylor & Francis Ltd

Robert M. Guion, R.G. (2013). *Assessment, Measurement, and Prediction for Personnel Decisions* (2nd Edition). London: Taylor & Francis

Guion, R.M. (1965). *Personnel testing*. New York: McGraw-Hill.

Honkanen, H. & Nyman, K. (2003). *The Handbook of good practice in personnel assessment*. Lisbon: Psykologien Kustannus Oy.

Jones, J.W. (1994). *Personnel testing: A manager's guide to establishing a quality workforce*. Great Britain: Clays Ltd St Ives Place.

PI30703 CONSUMERISM AND MARKETING

This course will focus on consumerism and marketing in society aspects. The major discussion includes how psychological aspect will involves in advertising, marketing, consumer research, consumer communication, consumer perception, consumer decision making, consumer personality and motivation, consumer attitude, and the influences of culture towards consumer behaviour.

References

American Psychological Association. (2009). *Ethical principals in the conduct of research with human participants*. Washington: Author.

American Psychological Association. (2001). *Publication Manual of the American Psychological Association*. Washington: Author

Mick, D. V. (2003). Appreciation, Advice, and Some Aspirations for Consumer Research. *Journal of Consumer Research*, 29 (March), Editorial.

PI30803 ISSUES IN INDUSTRIAL AND ORGANIZATIONAL PSYCHOLOGY

This course gives an opportunity to the student to gain experience on seminar besides discussing selected topics intensively. On top of that, this course will focus on the practice of industrial and organizational psychology. Selected topics will be determined based on the importance of the current issues. Students will study the selected topics, present and discuss the topic in the seminar.

References

American Psychological Association. (2009). *Ethical principles in the conduct of research with human participants*. Washington: Author.

Arnold, J., Silvester, J., Patterson, F., Robertson, I., Cooper, C. L., & Burnes, B. (2004). *Work psychology: Understanding human behaviour in the workplace*. (4th ed.). London: FT Press, Prentice Hall.

Cooper, C. L., & Robertson, I. (2003). *Organizational psychology & development: Key topics for students and practitioners (Key issues in industrial & organizational psychology)*. England: John Wiley & Sons.

Borman, W. C., Ilgen, D. R., Klimoski, R. J., & Weiner, I. B. (2003). *Handbook of psychology, industrial and organizational psychology*. (Volume 12). Wiley.

Jex, S. M. & Britt, T. W. (2008). *Organizational psychology: A scientist-practitioner approach*. (2nd ed.). New York: John Wiley & Sons, Inc.

PI30903 SAFETY AND HEALTH IN WORKPLACE

This course introduces and provides students with the knowledge and skills of health and safety in the workplace. The course introduces students on the causative factors of workplace accidents, the basic elements in safety management, identify and address risk and hazards at the workplace, health issues and management of health at the workplace, and the importance of occupational health and safety Act (OSHA Act, 1994).

References

Friis, R.H. (2016). *Occupational health and safety for the 21st century*. Burlington, MA: Jones & Bartlett Learning.

Friend, M.A., Kohn, J.P. (2014). *Fundamentals of occupational safety and health*. Lanham: Bernan Press.

Fuller, C. W., & Vassie, L. H. (2006). *Health and safety management*. Harlow, England: Financial Times.

Goetsch, D. L. (2008). *Occupational Safety and Health*. Upper Saddle River, NJ: Pearson.

Ismail Bahari. (2006). *Pengurusan keselamatan dan kesihatan pekerjaan*. Kuala Lumpur: McGraw-Hill.

Kelloway, E.K. (2008). *Management of occupational health and safety*. Toronto: Thomson Nelson.

Koradecka, D. (2010). Handbook of occupational safety and health. Boca Raton, FL: Taylor and Francis.
Saad, A. (2011). Occupational safety and health management. Penang: Penerbit Universiti Sains Malaysia.
Reese, C.D. (2017). Occupational health and safety management: a practical approach. Boca Raton, FL: CRCPres

PI31003 PSYCHOLOGY OF ADVERTISING

This course exposes students about the relationship between advertising and psychology in organization and industries. The main topic in the course includes advertising theories, and psychological approach, communication skill, persuasion techniques, clients/consumers influences, social perception, advertising interpretation and attitude change.

References

American Psychological Association. (2009). *Ethical principals in the conduct of research with human participants*. Washington: Author.
American Psychological Association. (2001). *Publication Manual of the American Psychological Association*. Washington: Author.
Mick, D. G. (2003). Appreciation, Advice, and Some Aspirations for Consumer Research. *Journal of Consumer Research*, 29 (March), Editorial.

PI31206 PRACTICUM TRAINING

This course is part of the requirement to obtain a bachelor degree in psychology and it is completed during the last semester of the programme. This course involves placement in external organizations that are relevant to the field of Industrial and Organizational Psychology. Practicum Training is aimed to provide students the opportunity to integrate theoretical knowledge with practice in an actual setting.

References

American Psychological Association. (2001). *Publication Manual of the American Psychological Association*. (5th ed.). Washington: Author.
Sekolah Psikologi dan Kerja Sosial. (2004). *Manual Latihan Praktikum*. Kota Kinabalu: Penulis.
Beddu Salam Baco (Penyelenggara). (2000). *Panduan penulisan latihan ilmiah Sekolah Psikologi dan Kerja Sosial*. Kota Kinabalu: Universiti Malaysia Sabah.
Mohd. Zahedi Daud & Ismail Ibrahim. (2003). *Panduan penulisan ilmiah gaya UMS: Manual penulisan pengajian prasiswazah dan pascasiswazah*. Kota Kinabalu: Universiti Malaysia Sabah

PI31406 ACADEMIC EXERCISE

Thesis is a research project conducted by students under the supervision of one supervisor. Empirical research is conducted as field working or laboratory work. The aim of this course is to train students' research in research methods and provide them with experiences of conducting research. Students are actively involved in planning their research proposals, finding research tools, collecting data, analyzing and interpreting data and presenting their findings in a thesis-form. This course is hoped to enhance students' critical thinking, reasoning abilities, and knowledge about the topic under research.

References

- American Psychological Association. (2010). *Publication manual of the American Psychological Association*. Washington: Author.
- Beddu Salam Baco (penyelenggara). (2000). *Panduan penulisan latihan ilmiah Sekolah Psikologi dan Kerja Sosial*. Kota Kinabalu: Universiti Malaysia Sabah.
- Kerlinger, F. N. & Lee, H. B. (2000). *Foundations of behavioral research*. (4th ed.). Wadworth: Thomson Learning. Mohd.
- Zahedi Daud & Ismail Ibrahim. (2003). *Panduan penulisan ilmiah gaya UMS: Manual penulisan pengajian prasiswazah dan pascasiswazah*. Kota Kinabalu: Universiti Malaysia Sabah.
- Shaugnessy, J. J., Zechmeister, E. B. & Zechmeister, J. S. (2004). *Research methods in psychology*. Chicago: McGraw-Hill.

YOUTH AND COMMUNITY DEVELOPMENT PROGRAMME (HA16)

PB10103 INTRODUCTION TO MENTAL HEALTH

This course discusses the mental health issues in society such as mental disorder and mental illness. It also discusses the mental health community and services. The roles of mental health professionals, such as social workers, counselors, nurses, and psychiatrists are also discussed in this course.

References

- Compton, W. C. (2005). *An Introduction to Positive Psychology*. Belmont, CA: Thomson Wadsworth.
- Hatta, S. M. (2000). *Perubatan Psikologi Islam*. Kuala Lumpur: Dewan Bahasa dan Pustaka
- Joseph, S., & Linley, P. A. (2006). *Positive Therapy: A meta-theory for positive psychological practice*. New York: Routledge.
- Ogden, J. (2007). *Health Psychology: A textbook*. (4th ed.). New York: Open University Press/McGraw-Hill.
- Taylor, S. E. (2003). *Positive Psychology*. (5th ed.). New York: McGraw-Hill (bahan bacaan 2).

PB10203 INTRODUCTION TO SOCIAL DEVIANCE

This course will be discussing problems and social sickness in society. This course will also discuss ways to prevent these social problems from becoming more chronic. In this manner, we are looking from the perspective of psychology in order to understand the background of social problems, the cause to the problems with multiple discipline approaches, psychology theories on deviance, deviance behaviours and social policy to overcome deviance.

References

- Atwater, E., & Duffy, K. G. (1999). *Psychology for living: Adjustment, growth and behavior today*. (6th ed.). New Jersey: Prentice Hall.
- Calhoun, J. F., & Acocella, J. R. (1990). *Psychology of adjustment and human relationships*. (3rd ed.). New York: McGraw-Hill.
- Cieslik, M., & Pollock, C. (2002). *Young People in Risk Society*. Ashgate Publishing Company.
- Lerner, R. M. (1999). *Risks and problem Behaviors in Adolescence*. New York & London. Garland Publishing Inc.
- McWhirter, J. (2004). *At risk youth: A comprehensive response*. (3rd ed.). Canada: Thomson Learning Academic.

PB20303 LEADERSHIP IN COMMUNITY

This course provides knowledge about leadership in community such as the definition of leadership, research on leadership and theories of leadership (trait, behavior, transformation, charisma). Moreover, issues such as culture, gender, religion, creativity and conflict resolution are also discussed in this course.

References

- Achua, F. C., & Lussier, R. N. (2007). *Effective Leadership*. Canada: Thompson.
- Bratton, J., Grint, K., & Nelson, D. L. (2005). *Organizational Leadership*. USA: Thompson Learning.
- Dubrin, A. J. (2010). *Principles of Leadership*. (6th ed.). Australia: South Western Cengage Learning.
- Lim, G. S., & Daft, R. L. (2004). *The Leadership Experience in Asia*. USA: Thompson Learning.

PB20403 CROSS CULTURAL PSYCHOLOGY

This course introduces Cross-cultural Psychology as one of the sub-disciplines of psychology that emerged from the awareness of the limitation in studying human behaviours. In this course, aspects of methodology in cross-cultural research and generalisation of 'the mainstream psychology' are given emphasis.

References

- Abdul Halim Othman. (1993). *Psikologi Melayu*. Kuala Lumpur: Dewan Bahasa dan Pustaka.
- Brislin, R. W., Lonner, W. J., & Thorndike, R.M. (1973). *Cross-cultural research methods*. New York: John Wiley & Sons.
- Lonner, W. J. & Malpass, R. S. (1994). *Psychology and culture*. Boston: Allyn and Bacon.
- Matsumoto, D., & Juang, L. (2008). *Culture and psychology*. (3rd ed.). California: Wadsworth/Thompson.
- Shiraev, E., & Levy, D. (2004). *Cross-cultural psychology*. (2nd ed.). Boston: Pearson Education.

PB20603 CONFLICT AND CONFLICT RESOLUTION

This course provides theoretical knowledge on social factors that are probable in causing conflicts, and to understand how a model system works in analyzing conflict. This course also touches on how to overcome conflicts, including the roles of volunteers and professionals in overcoming conflicts.

References

- Abdul Halim Othman. (1993). *Psikologi Melayu*. Kuala Lumpur: Dewan Bahasa dan Pustaka.
- Baron, R.A., & Byrne, D. (2004). *Social Psychology*. (10th ed.). USA: Pearson.
- Chetkow-Yanoov, B. (1997). *Social Work Approaches to Conflict Resolution. Making Fighting Obsolete*. NY: The Haworth Press.
- Huffman, K. (2007). *Psychology In Action*. (8th ed). USA: John Wiley & Sons.
- Malike Brahim. (2008). *Mengurus Konflik*. Selangor Darul ehsan: IBS Buku Sdn. Bhd.

PB30703 YOUTH AT RISK

This course will discuss the new concept of 'youth at risk' in the context of society. Risk youth, referring to the problems faced by today's youth are increasing every day. Youth should be educated with the theoretical and practical knowledge of psychology in helping them in resolving problems in the community. This course also prepares students to understand the concept of psychology in a way that is more practical. Among the important issues discussed in Risk Youth, are the factors that have caused youth at risk, dysfunctional in family, sickness, maladaptive, incompetence and deviance. On top of that, this course will also touch on programmes that have been created to help youth at risk such as in house detention centers, opportunity classes, independent study and community intervention.

References

- McWhirter, J. (2004). *At risk youth: A comprehensive response*. (3rd ed.). Canada: Thomson Learning Academic.
- Cieslik, M., & Pollock, C. (2002). *Young People in Risk Society*. Ashgate Publishing Company.
- Lerner, R. M. (1999). *Risks and problem Behaviors in Adolescence*. New York & London: Garland Publishing Inc.
- Atwater, E., & Duffy, K. G. (1999). *Psychology for living: Adjustment, growth and behavior today*. (6th ed.). New Jersey: Prentice Hall.
- Calhoun, J.F., & Acocella, J.R. (1990). *Psychology of adjustment and human relationships*. (3rd ed.). New York: McGraw-Hill.

PB30803 ATTITUDE AND ATTITUDE CHANGE

This course provides comprehensive knowledge on attitude and attitude change. Issues such as the processes of attitude change, attitude measurement and methodology, theories of attitude and behavior will be discussed in this course. Moreover, this course also applies the issues that have been learnt by doing research, programmes and activities in a community.

References

- Bohner, G., & Wanke, M. (2002). *Attitude and Attitude Change*. UK: Psychology Press.
- Eagly, A.H., & Chaiken S. (1993). *The Psychology of Attitude*. USA: Harcourt Brace Jovanovich.
- Getrude C. Ah Gang @ Grace. (2003). *Sikap Komuniti Miskin Terhadap Pembangunan*. Kota Kinabalu: UMS.
- Haddock, G., & Maio, G. (2004). *Contemporary Perspectives on the Psychology of Attitudes*. USA: Psychology Press.

PB30903 COMMUNITY PSYCHOLOGY

This course provides exposure about concepts and theories related to community psychology as a fundamental to the understanding of the youth and community. This course discusses the social issues faced by the youth and community as well as programmes or interventions that are being conducted in youth works and youth work management such as youth

work profesionalisme and ethic issues in youth works. The students will also be exposed with research methods in community and its issues.

References

- Azizan Bahari. (1995). *Belia dan masyarakat*. Pulau Pinang: Institut Kajian Dasar.
- Dalton, J. H., Elias, M. J., & Wandersman, A. (2007). *Community Psychology. Linking individuals and communities*. Belmont, CA: Wadsworth.
- Eccles, J. & Appleton Goodman, J. (eds.). (2002). *Community programs to promote youth development*. Washington, DC: national Academy Press.
- Miles, S., Pohl, A., Stauber, B., Walther, A., Banha, R. M. B., & do Carmo, G. M. (2002). *Communities of youth. Cultural practice and informal learning*. Burlington, VT: Ashgate Publishing Company.
- Villaruel, F. A., Perkins, D. F., Borden, L. M., & Keith, J. G. (eds.). (2003). Thousand Oaks, CA: Sage Publications.

PB31003 INTERVENTION AND PROGRAMME ASSESSMENT IN SOCIETY

This course will be discussing the synonymous risks with the youth nowadays. The environmental factors, family and school environment, as well as characters that contribute to the negative and positive development of the youth in overall are discussed.. Intervention and prevention approaches such as family intervention, education and friends and also legal issues will also be discussed in detail.

References

- Brock, S. E. *School Crisis Intervention*. California State University, Sacramento
- Hepworth, D. H., Rooney, R. H., Rooney, G. W., & Larsen, J. (2006). *Direct Social Work Practice: Theory and Skills*. (7th ed.). Thomson Brooks/Cole.
- National Association of School Psychologists. (1997). *International for students with learning and behavior problems: Myths and realities*. *School Psychology Review*, 26(3).
- Shapiro, E. S. (2004). *Academic Skills Problems: Direct Assessment and Intervention*. (3rd ed.). New York.
- Shinn, M. R. (1999). *Advanced application of curriculum based measurement*. New York: Guilford.
- Tull, D. M. S, (1999). *Reference Guide – A Primer On Crisis Intervention For College Professionals*. California Community Colleges.
- U.S. Department of Health and Human Services Administration for Children and Families, Administration on Children, Youth and Families National Center on Child Abuse and Neglect. *Crisis Intervention in Child Abuse and Neglect*. McLean: Circle Solution, Inc.
- Weiten, W., & Llyod, M. A. (1997). *Psychology applied to modern life*. California: Brooks/Code.

PB31103 YOUTH PSYCHOLOGY

This course will discuss the development of youth in various aspects such as physical development, cognitive, social and personality. The comparison between teenagers in different age, birth cohort, culture and race are also discussed based on

the values and their way of thinking. Issues related to youth such as family, friends, school, and social problems will also be focused in this course.

References

- Margolis, D., Dacey, J., & Kenny, M. (2007). *Adolescent Development*. USA: Thomson
- Mesh, G.S., & Talmud, I. (2010). *The Social World of Adolescence in the Information Age*
- Santrock, J. (2014). *Adolescence*. 15th.ed New York: McGraw Hill
- Steinberg, L. (2011). *Adolescence*. New York: McGraw Hill

PB31203 ISSUES IN SOCIAL PSYCHOLOGY

This course provides exposure to students about social psychology issues that will be discussed in detail through organisation of workshop or seminar which will expose the students in practice in obtaining information from the issues discussed.

References

- Byrne, B. D. (2003). *Social Psychology*. Allyn & Bacon.
- Endleman, R. (1990). *Deviance and Psychopathology: The Sociology and Psychology of Outsiders*. Boston: Krieger.
- Field, R. (1998). *Drugs in Perspective: A personalized look at substance use and abuse*. Boston: WCB-McGraw- Hill.
- Pontell, H. (eds). (2000). *Social Deviance: Reading in Theory and Research*. New Jersey: Prentice Hall.

PB31406 PRACTICUM TRAINING

Practical training is the requirement of the theoretical courses that have been attended. Practical training is conducted in the last semester. Students' placement is conducted in the suitable organizations that are dealing with youth and community development. The aim of this practical training is to enhance the application skills of students and make them understand theories about youth and society in the real world setting.

References

- American Psychological Association. (2001). *Publication manual of the American Psychological Association*. (5th ed.). Washington: Author.
- Kerlinger, F. N., & Lee, H. B. (2000). *Foundations of behavioral research*. (4th ed.). Wadworth: Thomson Learning. Mohd. Zahedi Daud & Ismail Ibrahim. (2003). *Panduan penulisan ilmiah gaya UMS: Manual penulisan pengajian prasiswazah dan pascasiswazah*. Kota Kinabalu: Universiti Malaysia Sabah.
- Sekolah Psikologi dan Kerja Sosial. (2004). *Manual latihan praktikum*. Kota Kinabalu: Penulis.
- Shaugnessy, J. J., Zechmeister, E. B. & Zechmeister, J. S. (2004). *Research methods in psychology*. Chicago: McGraw-Hill

PB31606 ACADEMIC EXERCISE

Thesis is a research project conducted by students under the supervision of one supervisor. Empirical research is conducted as field working or laboratory work. The aim of this course is to train students' research in research methods and provide them with experiences of conducting research. Students are actively involved in planning their research proposals, finding research tools, collecting data, analyzing and interpreting data and presenting their findings in a thesis-form. This course is hoped to enhance students' critical thinking, reasoning abilities, and knowledge about the topic under research.

References

- American Psychological Association. (2010). *Publication manual of the American Psychological Association*. Washington: Author.
- Beddu Salam Baco (penyelenggara). (2000). *Panduan penulisan latihan ilmiah Sekolah Psikologi dan Kerja Sosial*. Kota Kinabalu: Universiti Malaysia Sabah.
- Kerlinger, F. N. & Lee, H. B. (2000). *Foundations of behavioral research*. (4th ed.). Wadworth: Thomson Learning. Mohd. Zahedi Daud & Ismail Ibrahim. (2003). *Panduan penulisan ilmiah gaya UMS: Manual penulisan pengajian prasiswazah dan pascasiswazah*. Kota Kinabalu: Universiti Malaysia Sabah.
- Shaugnessy, J. J., Zechmeister, E. B. & Zechmeister, J. S. (2004). *Research methods in psychology*. Chicago: McGraw-Hill.

COUNSELING PSYCHOLOGY PROGRAMME (HA19)

PK10103 PRINCIPLES AND PHILOSOPHY OF COUNSELING

This course will provide a comprehensive overview of counseling services which include the historical aspects, backgrounds, requirements, definitions, philosophies, principles, goals, models, processes, and approaches in counseling. This course also provides knowledge and emphasis on basic counseling skills, counseling relationships, types of counseling and client types. Issues in counseling such as ethics, counselor training, licensing, counselor effectiveness, research and evaluation are also been taught.

References

- Gladding, S. T. (2018). *Counseling a comprehensive profession* (8th ed.). Boston, MA: Pearson.
- Neukrug, E. (2016). *The world of the counselor: an introduction to the counseling profession* (5th ed.). Boston, MA: Cengage Learning.
- Nystul, M. S. (2011). *Introduction to counseling: an art and science perspective* (4th ed.). Upper Saddle River, NJ: Pearson.
- Ivey, A. E, Ivey, M. B. & Zalaquett, C. P. (2018). *Intentional interviewing and counseling: facilitating client development in a multicultural society* (9th ed.). Boston, MA: Cengage Learning.
- Feltham, C., Hanley, T., & Winter, L. A. (Eds.) (2017). *The SAGE Handbook of Counselling and Psychotherapy* (4th ed.). Thousand Oaks, CA: Sage Publications Ltd.

PK10203 THEORIES OF PSYCHOTHERAPY AND COUNSELING I

This course focuses on two approaches. Psychodynamic stress on intellect or insight during therapy. It involves Psychoanalysis and Adlerian therapy. It also uses a humanistic approach which comprises Person Client Centered and Gestalt therapy. This course also focuses on theoretical aspects, perspective towards mankind, counselling goal, technique and process used in theory and also the role of counsellors and clients. From a practical aspect, training in the lab for all four theories will be implemented.

References

- Corey, G. (2017). *Theory and Practice of Counselling and Psychotherapy* (10th ed.). Pacific Grove.
- Corey, G. (2013). *Theory and Practice of Counselling and Psychotherapy* (9th ed.). Pacific Grove.
- Corey, G. (2009). *Theory and Practice of Counselling and Psychotherapy* (8th ed.). Pacific Grove.
- Gladding, S. T. (2014). *Counselling: A comprehensive profession*. (7th ed.). New Jersey: Prentice Hall, Inc.
- Seligman, L. & Reichenberg, L.W (2010). *Theories Of Counseling and Psychotherapy. Systems, Strategies , and skills* (3rd ed.).New Jersey: Pearson

PK20303 THEORIES OF PSYCHOTHERAPY AND COUNSELING II

This course focuses on four approaches that are Behavior therapy, Reality therapy, Rational Emotive Behavior therapy, and Integrative perspective. This course on theoretical aspects, perspective towards mankind, counseling goal, technique and process used in theory and also the role of counselors and clients. From a practical aspect, training in the lab for the theories will be implemented.

References

- Corey, G. (2017). *Theory and Practice of Counselling and Psychotherapy* (10th ed.). Pacific Grove.
- Corey, G. (2013). *Theory and Practice of Counselling and Psychotherapy* (9th ed.). Pacific Grove.
- Corey, G. (2009). *Theory and Practice of Counselling and Psychotherapy* (8th ed.). Pacific Grove.
- Gladding, S. T. (2014). *Counselling: A comprehensive profession*. (7th ed.). New Jersey: Prentice Hall, Inc.
- Seligman, L. & Reichenberg, L.W (2010). *Theories Of Counseling and Psychotherapy. Systems, Strategies , and skills* (3rd ed.). New Jersey: Pearson

PT22003 BASIC COUNSELING SKILLS

This course introduces and provides foundational education in core counselling skills from therapeutic listening and empathy to client. The scopes include ethics, multicultural competence, and wellness, attending behavior, questioning skills, confrontation, and observation skills. It is appropriate for counsellors who will work in a variety of settings and with a variety of task. It is experiential and aimed at helping counsellors develop foundation as strong, effective therapeutic agents for their clients.

References

- Ivey, A.E. & Ivey, B. M. Zalaquett, C. P. (2018). *Intentional Interviewing and Counseling: facilitating client development in a multicultural society*. (9th ed.). Belmont, CA: Cengage Learning.
- Nelson-Jones, R. (2013). *Practical Counselling and Helping Skills* (6th ed.). Chennai, India: Sage Publications Ltd.
- Ivey, A. E. & Ivey, B. M. Zalaquett, C. P. (2007). *Intentional Interviewing and Counseling: facilitating client development in a multicultural society*. (6th ed.). USA: Thomson Brooks/Cole.
- Brems, C. (2001). *Basic Skills in Psychotherapy and counselling*. Brooks/Cole: Thomson Learning.

PK20403 GROUP COUNSELING

This course will explain and expose the aspects of management of the group counseling. Learners will be guided theoretically in order for them to understand the concepts and the function of group counseling, the process and the implementation of group counseling, leaders and leadership, leadership skills, activities on therapeutic approach and issues relating to group

counseling. Learners will also be trained to practically undergo activity- based group counseling such as experiencing the experience in a group counseling as well as observing, analyzing and evaluating the process of group counseling. Learner will also practice the skills through self - experience as the leader of the group.

References

- Association for Specialist in Group Work. (1989). *Ethical guidelines for group counselors*. Alexandria, VA: Author.
- Corey, M., & Corey, G. (1977). *Groups: Process and practice*. (5th ed.). Pacific Grove, CA.: Brooks/ Cole.
- Gazda, G. M. (1989). *Group counseling – A developmental approach*. Boston: Allyn & Bacon.
- Gladding, S. T. (2008). *Group Work: a counseling speciality*. New Jersey Columbus, Ohio: Merrill Prentice Hall.

PK30503 FAMILY COUNSELING

This course educates learners on the knowledge and skills in family counseling. It covers the theory of family system – psychoanalysis approach, humanistic approach, Bowen family system, multigeneration approach, Alderian family therapy, Satire prose model, Minuchin structured family approach – the course will also discuss the process in counseling practices and family therapy and marriage counseling and approaches used such as behavioral approach, mapping technique and measurement and absurd technique. The course focuses on the application and technical applications.

References

- Goldenberg & Goldenberg (2008). *Family Therapy: An Overview*, (7th ed.).
- Nichols, M. (2013). *Family therapy*. (10th ed.). Boston: Pearson.
- Worden, M. (2003). *Family therapy Basic* .(3rd ed.). Pasific Groove: Brooks/cole.

PK30603 ASSESSMENT IN COUNSELING

The purpose of this course is to tell learners the goals and the importance of assessment in counseling. Besides that, the sources and methods of the assessment in counseling will also be introduced and discussed. Learners will also be exposed to the implementation of the process of assessment in counseling. Issues or problems in assessment and considerations on the cultural aspects will also be taken into account in the process or the implementation of the assessment. The main discussion will highlight the essential relationship or correlation between assessment and diagnosis in counseling.

References

- Puteri Hayati. (2012). *Kemahiran dan Pengurusan kes kaunseling*. Kota Kinabalu: UMS
- Parsons, R. D., & Wicks, R. J. (1994). *Counseling Strategies and Intervention techniques*.
- Whiston, S. C. (2009). *Principle and applications of Assessment in Counseling*. (3rd ed.) Belmont: Brooks/Cole
- Zuckerman, E. L. (1991). *The Clinician's Thesaurus*. Pittsburgh: Three Wishes Press.

PK30703 CAREER AND PLACEMENT

The course explains the definition of career, career planning as well as theories of choice and career development. A few vocational tests will be introduced and managed, namely Personality Inventory, Career Interest Inventory and Career Value Inventory. This course will also focus on the process of career counseling, the models of career allocation, counseling program for employees including the self-enrichment and placement. On top of that, topics on Career Information which will cover the types, importance, management, enhancement and evaluation of career information will also be discussed.

References

- Brown, D., Brooks, L., & Assoc. (1990). *Career choice and Development: Applying contemporary theories to practice* (2nd ed.). San Francisco: Jossey-Bass Publishers.
- Capuzzi, D., & Stauffer, M. D (2006). *Career Counseling: Foundations, perspectives, and applications*. Boston: Pearson Education, Inc.
- Gysbers, N. C., Heppner, M.J., & Johnston, J. A. (2002). *Career Counseling, Process, Issues, and Techniques*. (2nd ed.). Boston: Allyn & Bacon Brook/Cole Publishing Co.
- Herr, E. L., & Cramer, S. H. (1996). *Career Guidance and Counseling through the Lifespan: Systemic approaches*. (5th ed.). New York: HarperCollins College Publishers.
- Sharf, R. S. (2002). *Applying Career Development Theory to Counseling*. (3rd ed). CA: Pacific Grove.
- Zunker, V. G. (2002). *Career counseling: Applied concepts of life planning*. (6th ed.). Pacific Grove: Brooks/Cole Publishing Co.
- Zunker, V. G. (2006). *Career Counseling A Holistic Approach*. (7th ed). Belmont, CA: Thomson Brooks/ Cole.

PK30803 ETHICS IN COUNSELING

This course is important to expose the students about codes of ethics, counsellor practices standards, & counselling profession, discussion on counsellor as an individual, value in helping profession, confidentiality in counselling, multiple relationships, professional competent, multicultural issues, marriage issues & family therapy, Counsellors Act 580, and standards and qualifications of counsellor training. Ethics in Counselling is a subject that helps students to make ethical decisions in counselling processes. It exposes to students the legitimates/ethics in and outside Malaysia, imposes knowledge about various current professional issues and create an outline to help judgment on multiple relationships.

References

- Corey, G., Corey, M. S., & Callanan, P. (2011). *Issues and Ethics in the Helping Profession*. (8th. ed..)California: Brook/Cole Publishing.
- Freeman, S. J. (2000). *Ethics: An introduction to philosophy and practice*. Australia: Wadsworth, Thomson.
- Papalia, D. E., Olds, S. W., & Feldman, R. D. (2001). *Human Development*. (8th ed.). New York: McGraw.
- Santrock, J. W. (2002). *A Topical Approach to Life-span Development*. New York: McGraw- Hall.

Vander, J. W. (2000). *Human Development*. (7th ed.). Boston: McGraw-Hill.

PK30903 INDUSTRIAL COUNSELING

This course explains the needs and the importance of industrial counseling which cover the aspects of personal counseling, career's training and development, program planning, occupations and the source of learning information and performance appraisal. It will also cover about the factors relating to job satisfaction, motivation, leadership, communication between employees and employers in the industry as well as the handling of stress in the workplace.

References

- Adrian, C. (2003). *Counselling in the workplace*. New York: McGraw-Hill.
- Carol, M. (1996). *Workplace Counselling*. London: Sage.
- Carol, M. & Walton, M. (1997). *Handbook of Counselling in Organizations*. London: Sage.
- Coles, A. (2003). *Counselling in the Workplace*. England: Open University Press
- Loretta, F. (2003). *An Introduction to Workplace Counselling: A practitioner's guide*. USA: Basingstoke.

PK31003 PRACTICUM

This course provides the learning process through experience by applying the theoretical knowledge into practice. It will expose learners to the working environment and as a preparation before Internship. Learners need to fulfill at least 252 hours for practicum in which 96 hours are for the face to face meeting with clients. This course also encourage self-growth through learning experience in retreat situation.

References

- Akta Kaunselor Malaysia (Akta 508)1998*. Kuala Lumpur. Percetakan Nasional Berhad.
- American Psychological Association (1987). *Ethical Principals of Psychologists*. Washington DC: American Psychological Association, Inc.
- Corey, G., Corey, M., & Callanan, P. 2007. *Issues and ethics in the helping professions*, 5th ed. Pacific Grove, AA: Brooks/Cole. Brooks/Cole Publishing Co..
- Corey, G., Corey, M. & Callahan, P. (1998). *Issues and Ethics in Helping the Professions*. California: Brooks/Cole Publishing Co.
- Manual Praktikum dan Internship* (2018). Fakulti Psikologi dan Pendidikan, Universiti Malaysia Sabah.
- Zuraidah Abdul Rahman. (1998). *Pengenalan Kaunseling Kelompok*. Petaling Jaya: IBS Buku Sdn. Bhd.

PK41206 INTERNSHIP

This course provides the learning process through experiences by applying counselling skills and theoretical knowledge into practice. Students need to fulfil at least 504 hours for internship in which 192 hours are for the face-to-face sessions with the

clients according to the guideline from the Malaysian Counsellors of Board. Students needs to fulfil the hours set by the Board in order to be a Registered Counselor.

References

American Psychological Association (1987). *Ethical Principles of Psychologists*. Washington DC: American Psychological Association, Inc.

Akta Kaunselor 1998 (Akta 580). (1998). Kuala Lumpur: Percetakan Nasional Berhad

Corey, G., Corey, M. & Callahan, P. (1998). *Issues and Ethics in Helping the Professions*. California: Brooks/Cole Publishing Co.

Corey, G. (2017). *Theory and Practice of Counselling and Psychotherapy* (10th ed.). Pacific Grove.

Kod Etika Kaunselor (1998)

Manual Praktikum dan Internship. (2018). Fakulti Psikologi dan Pendidikan, Universiti Malaysia Sabah.

PK41303 INDIVIDUAL COUNSELING LABORATORY

This course is one of Counselling Psychology Program Core courses to enable students to understand, master and apply the techniques and strategies of counselling theories in conducting individual counseling session.

References:

Corey, G. (2017). *Theory and Practice of Counseling and Psychotherapy*, 10th ed.. Singapore: Cengage

Corey, G. (2009). *Theory and Practice of Counseling and Psychotherapy*, 8th ed. Pacific Grove: Brooks/Cole.

Corsini, R.J., & Wedding, D. (2011). *Current Psychotherapies*, 9th ed. Belmont ,CA: Brooks/Cole Cengage Learning.

Ivey, A.E., Ivey, M.B., & Zalaquett, C.P. (2010). *Intentional Interviewing & counselling*. 7th ed. Belmont ,CA : Brooks/Cole

PK41503 GROUP COUNSELING LABORATORY

This course increases conducting group skills and develop the learning awareness of group interaction and intervention based on group. The discussion focus is on clients' issues and other issues in group such as leadership, power and influence, cohesiveness, groups' stress, status and role, conformity and changes. The learning method is through demonstration and group counseling session analysis using recording.

References:

Corey, G. (2000). *Theory & Practice of Group Counseling*. (5th ed). CA: Wadsworth/ Thomson Learning.

Corey, G. (2004). *Theory & Practice of Group Counseling*. (6th ed). CA: Brooks / Cole.

Gladding, S.T. (2008). *Groups a Counseling Specialty*. (5th ed). Ohio: Pearson.

Jacobs, E. E., Masson, L. R. & Harvill, R. L. (2009). *Group Counseling*. USA: Thomson.

Zuraidah Abdul Rahman. (1998). *Pengenalan Kaunseling Kelompok*. Selangor Darul Ehsan: IBS Buku Sdn Bhd.

PK41703 MULTICULTURAL COUNSELING

Understanding multicultural issues and cultural differences are keys to successful counselling sessions. As a future counsellor, student needs to have knowledge and skills in handling issues relating to multicultural. This course begins with preparing the students with some key terms such as enculturation, culture and psychology, culture and personality, as well as culture and counselling. It touches on topics relating to gender roles, research methodology for different cultures, counselling ethics, and issues relating to therapy/ counselling. Lastly, competent counsellor with knowledge and skills in handling multicultural issues is emphasised.

References:

Matsumoto, D., & Juang, L. (2008). *Culture and Psychology*. 4th Edition., Belmont: Wadsworth

Corey (2013). *Theory and practice of counselling and psychotherapy* (9th ed.). Singapore: Brooks/Cole

Sue, D.W. & Sue, D. (2013). *Counseling the Culturally Diverse: Theory and Practice* (6th. ed.). John Wiley & Sons.

Corey, G., Corey, M. S., & Callanan, P. (2011). *Issues and Ethics in the Helping Profession*. (8th. ed.)California: Brook/Cole Publishing.

American Psychological Association (1987). *Ethical Principles of Psychologists*. Washington DC: American Psychological Association, Inc.

PK41903 CAREER COUNSELING PROCESS

This course aims to expose learners to the skills of career counselor, career counseling process, the strategy and techniques in career counseling and models available in the career counseling process. It will also involve the introduction administration of few vocational tests such as Personality Inventory, Career Interest Inventory, Career Value Inventory. This course will also discuss the issues in career choices.

References:

Brown, D. Brooks, L. & Assoc. (1990). *Career choice and Development: Applying contemporary theories to practice* (2nd ed.). San Francisco: Jossy-Bass Publishers.

Capuzzi, D., & Stauffer, M.D. (2006). *Career Counseling, Foundations, Perspectives and Applications*. Boston: Pearson Education Inc.

Gysbers, N. C., Heppner, M. J., & Johnston, J. A. (2002). *Career Counseling, Process, Issues, and Techniques*. (2nd ed). Boston: Allyn & Bacon

Herr, E. L. & cramer, S. H. (1996). *Career Guidance and Counseling through the Lifespan: Systemic Approaches*. (5th ed.). New York: Harper Collins College Publishers.

Zunker, V. G. (2002). *Career counseling: Applied Concepts of Life Planning*. (6th ed). Pacific grove: Brooks/Cole Publishing Co.

Sharf, R. S. (2002). *Applying Career Development Theory to Counseling*. (3rd ed). Pacific Grove, CA: Brook/Cole Publishing Co.

PK41203 RESEARCH IN COUNSELING

This course is to help students to learn research in counselling through a scientific way. Students need to learn the process of doing research using correct methodology. This course aims to give exposure to students the importance of research in counselling. Different types of quantitative and qualitative research are discussed. Besides, ethical issues and methodological issues relating to multi-cultural when carrying out research also been discussed.

References

Creswell, J.W. (2012). *Educational research: Planning, conducting, and evaluating quantitative and qualitative research* (4th ed.), MA: Pearson

Gay, L.R. (1996). *Educational research: Competencies for analysis and application* (5th ed.). NJ: Prentice Hall.

Gay, L.R. & Airasian, P. (2003). *Educational research: Competencies for analysis and applications* (7th ed.), NJ: Prentice Hall.

Heppner, P.P., Wampold, B.E., & Kivlighan, D.M. (2008). *Research design in counselling*.(3rd ed.), Thomson Brooks/Cole

Frankfort-Nachmias, C., & Nachmias, D. (1992). *Research methods in the social sciences* (4th ed.)Martin's Press

PK42203 PROJECT PAPER I

This course aims to expose the students to the process of proposal writing. At the same time it allows students to have a real experience in carrying out the real research.

References

American Psychological Association (2010). *Publication manual of the American Psychological Association* (6th ed.). Washington: APA

Creswell, J.W. (2012). *Educational research: Planning, conducting, and evaluating quantitative and qualitative research* (4th ed.), MA: Pearson

Gay, L.R. & Airasian, P. (2003). *Educational research: Competencies for analysis and applications* (7th ed.), NJ: Prentice Hall.

Gay, L.R. (1996). *Educational research: Competencies for analysis and application*. NJ: Prentice Hall

Frankfort-Nachmias, C. & Nachmias, D. (1992). *Research methods in the social sciences* (4th ed.). London: Edward Arnold

PK42403 PROJECT PAPER II

This course is an advance course after project paper 1. It enables students to have hands on practices in doing research systematically. Through systematic research, the findings of a study will be more reliable and valid. Besides, it allows students to experience the process of doing research such as planning and carrying out a research study. It also prepares students skills of presenting their findings.

References

- American Psychological Association (2010). *Publication manual of the American Psychological Association* (6th ed.). Washington: APA
- Gay, L.R. (1996). *Educational research: Competencies for analysis and application*. NJ: Prentice Hall
- Frankfort-Nachmias, C. & Nachmias, D. (1992). *Research methods in the social sciences* (4th ed.). London: Edward Arnold
- Creswell, J.W. (2012). *Educational research: Planning, conducting, and evaluating quantitative and qualitative research* (4th ed.), MA: Pearson
- Gay, L.R. & Airasian, P. (2003). *Educational research: Competencies for analysis and applications* (7th ed.), NJ: Prentice Hall.
- Merriam, S.B. (2009). *Qualitative research: A guide to design and implementation*, CA: Jossy-Bass
- Pallant, J. (2007). *SPSS survival manual: A step by step guide to data analysis using SPSS for windows* . Sydney: McGraw Hill

CHILD AND FAMILY PSYCHOLOGY PROGRAMME (HA20)

PA10103 INTRODUCTION TO CHILD PSYCHOLOGY

This course focuses on introduction to child psychology. Theories of child development, history, research methods that can be used with children and ethics while working with children are also discussed. This course directly focuses on Psychoanalytic perspective, Behaviorist perspective, Humanistic perspective and biological theories of human development. Piaget theory of cognitive development, Vygotsky, theory of cognitive development and information processing theories are also introduced in this course.

References

- Berk, L. E. (2013). *Child Development*. (9th ed.). Boston: Pearson Education, Inc.
- Crain, W. (2014). *Theories of Development: Concepts and Applications*. Boston: Pearson
- Feldman, R. S. (2010). *Child Development*. Upper Saddle River, NJ: Pearson Prentice Hall
- Mercer, J. A. (2018). *Child Development: Concepts and Theories*. United States: SAGE Publications Ltd
- Santrock, J. W. (2014). *Child Development*. Boston: McGraw-Hill Humanities

PA10203 INFANT AND CHILD DEVELOPMENT PSYCHOLOGY

This course focuses on infant and child development from prenatal until the age of 12 years. It discusses different aspects such as cognitive, emotional, social and physical development of toddlers and children. Apart from that course will also focus on gifted children in the course of development students will do observation and conduct case studies as children.

References

- Berk, L. E. (2013). *Child development*. (9th ed.). United States of America: Pearson Education, Inc.
- Bee, H., & Boyd, D. (2007). *The developing child*. (11th ed.). United States of America: Pearson Education, Inc.
- Hoffnung, M. H., Robert, J., Seifert, K. L., Smith, B. R., & Alison, H. (2010). *Childhood*. First Australasian Edition. Australia: John Wiley & Sons Australia, Ltd.
- Hoffnung, M. H., Robert, J., Seifert, K. L., Smith, B. R., Alison, H., Ward, L. & Quinn, A. (2010). *Lifespan development first*. First Australasian ed. Australia: John & Wiley Sons.
- Shaffer, D. R., & Kipp, K. (2010). *Developmental psychology: Childhood & adolescence*. (8th ed.). United States of America: Wadsworth Cengage Learning.

PA20303 MARRIAGE AND FAMILY

This course will focus on family and marital institutions. Emphasis will be given to the selection of partners and dynamics of marriage and family life. Discussions will focus on family relationships and kinship. Issues related to marital and family

institution, family law regulations from religious point of view, civil law and culture will be discussed. Future challenges on marriage and family institutions also are discussed.

References

- Benokraitis, N. V. (2015). *Marriages and families: Changes, choices, and constraints*. New Jersey: Prentice Hall.
- Miller, R. S. (2018). *Intimate relationships*. United States: McGraw-Hill Companies.
- Olson, D. H, DeFrain, J. & Skogrand, L. (2019). *Marriages and families: Intimacy diversity & strengths*. United States: McGraw-Hill Companies.
- Strong, B & Cohen, T. F. (2014). *The marriage & family experience: Intimate relationships in a changing society*. United States: Wadsworth, Cengage Learning

PA20403 INTRODUCTION TO PARENTING AND NON-TRADITIONAL FAMILY

The aim of this course is to introduce and promote a healthy parent child relationship and discuss pros and cons of different ways of parenting. It reviews parent contribution in the process of socialization and acquiring functional communication skills in childhood. The main element of this course is parenthood significance, different aspects of parenting in accordance with child developmental stages, conflicts caused by inappropriate parental behavior and how parents can play a role in resolving these conflicts. Children who have been weakened by many other crises and whose development has been slowed or halted in the past will need more time and more support to get back on track. It discusses how quickly and to what extent children recover and begin their journey anew depends on guidance and support provided by their parent family members, teachers and members of the helping profession. This course will also discuss non traditional family systems such as step and separated families.

References

- Bigner, J. J. (2006). *Parenting-Child Relations: An introduction to parenting*. New Jersey: Pearson & Merrill Prentice Hall.
- Brooks, J. (2008). *The process of parenting*. Boston: McGrawhill.
- Hamner, T.J. & Turner, P. H. (2001). *Parenting in contemporary society*. Boston: Allyn & Bacon.
- Holden, G. W. (2015). *Parenting: A dynamic perspective*. United States: SAGE Publications Ltd

PA20503 CHILDREN IN TROUBLED FAMILY

This course exposes students with the knowledge about children in troubled families. The issues will be discussed in detail on why and how the issue exists. Students will also be exposed in practice as well as the theories involved. This course has been diverted from road leading to healthy development by such forces as child neglect, parental divorces separation, alcoholism, illness and death, and the impact these crisis have on individual child's development as it will depend on their perception of events, their individual personality characteristics, and the strength of their coping skills.

References

- Bigner, J. J. (2002). *Parent-Child Relations: An Introduction to Parenting*. (6th Ed). New Jersey: Merrill Prentice Hall.
- Brooks, J. B. (2001). *Parenting*. (3rd Ed). California: Mayfield Publishing Company.
- Mckenry, P. C., & Price, S. J. (2000). *Families & Change*. California: Sage Publication, Inc.

PA20603 ISSUES IN CHILD AND FAMILY PSYCHOLOGY

This course will expose the students to current issues of child and family as well as the impact of these issues on the child and family psychological development. This course will be conducted by organizing seminar and workshop to discuss the related issues.

References

- Mohd. Sharani Ahmad et al. (2010). *Issues on child and family psychology*. Kota Kinabalu: Penerbit Universiti Malaysia Sabah.
- Gimpell, G. A., & Holland, M. L. (2008). *Emotional and behavioral problems of young children*. New York: Guilford.

PA30703 CHILD REARING PRACTICES IN MULTICULTURAL SETTING

This course will discuss the development of children in multicultural settings. The comparison conducted towards the child care provided by different cultures and its effect on different cultures, language development, moral, gender, cognitive, motivation, social interaction and behaviour differences. The effects of environment such as family, school as well as child rearing quality for various cultures are also being discussed.

References

- Gardiner, H. W., & Kosmitzki, C. (2014). *Lives across cultures: Cross- Cultural Human Development*. Boston: Allyn & Bacon.
- Gardiner, H. W. (2017). *Lives Across Cultures: Cross- Cultural Human Development*. Boston: Allyn & Bacon.
- Kenneth D. Keith. (2019). *Cross-Cultural Psychology: Contemporary Themes and Perspectives*. New Jersey: John Wiley and Sons Ltd
- Sameroff, A. (2009). *The transactional model of development: How children and contexts shape each other*. Washington: American Psychological Association.
- Shiraev, E., & Levy, D. (2007). *Cross-cultural psychology*. (3rd. ed.). Boston: Preston.

PA30803 PHYSICAL AND COGNITIVE EVALUATION OF CHILDREN

This course is designed to teach assessment skills and specialize students in the cognitive and physical evaluation of children. Few assessment tools used with children will be introduced. Apart from that, the course will also explain children's potential for growth and change. Several cognitive development theories, in accordance with the measures being used with children will

be discussed. The aim of the course will be to assess competencies as well as the limitations of the child. Proper assessment skills can help children, parent's teachers and other professionals to obtain valuable insights. On the basis of such assessment, actions are taken and critical decisions are made.

References

- Sattler. J.M. & Hoge. R.D. (2018). *Assessment of children: Cognitive foundations and applications, resource guide, 6th Ed.* California: Jerome M. Sattler Publisher, Inc.
- Graziano, A. M. (2002) *Developmental Disabilities: Introduction to a Diverse Field.* New York: Allyn & Bacon, Inc.
- Lidz, C. S. (2002). *Early childhood assessment.* New Jersey: John Wiley & Sons Inc.
- McAfee, O. & Leong, D. J. (2015). *Assessing and guiding young children's development and learning (6th edi.).* Boston: The Pearson Education Company.
- Whitcomb, S. A. (2018). *Behavioral, social, and emotional assessment of children and adolescents.* New York: Taylor & Francis

PA30903 ANALYSIS OF FAMILY OF DISABLED CHILDREN

The course will provide a fresh dimension to the children who for one reason or another are called exceptional - children with diverse needs and characteristics. It refers to any individual who's physical, mental, or behavioral performance deviates substantially from norms, either higher or lower. Another feature is interacting in Natural Setting, which is intended to provide the guidelines to communicate, teach or just socialize with exceptional children across a variety of settings (home, schools and community) and age span ranging from infancy to adolescent and young adulthood.

References

- Mohd. Sharani Ahmad. (2004). *Special Children.* Serdang: University Putra Malaysia Press.
- Sameroff, A. (2009). *The transactional model of development: How children and contexts shape each other.* Washington: American Psychological Association.
- Seligman, M., & Darling, R. B. (2007). *Ordinary Families, Special Children.* (3rd ed.). A system approach to childhood disability. New York: Guilford Press.
- Siegel, B. (2008). *Getting the best for your child with autism.* New York: Guilford Press.

PA31003 THERAPEUTIC TECHNIQUES WITH CHILDREN

The main objective of this course is to introduce therapeutic techniques and intervention programs that can be used with children and their families. Attention is being paid to diverse types of interventions, including programs to promote health and positive behavior, the prevention of psychological problems and physical illnesses, as well as psychological treatment of psychopathology and illness. The focus is on the process and practice specifically applied to the counseling of children and their parents. It will help in integrating process and skills to facilitate changes in the child's thoughts, feelings, and behaviors. Within this flexible framework, counselors are able to select those counseling techniques that are uniquely appropriate for each

child. Different types of therapeutic techniques such as Speech Therapy, Play Therapy, Art Therapy, Music Therapy, Bibliotherapy, and Behavior Therapy will also be introduced.

References

- Shapiro, J. P., Friedberg, R. D., & Bardenstein, K. K. (2006). *Child and adolescent therapy: Science and art*. United States of America: John Wiley & Sons, Inc.
- Brammer, L. M. & MacDonald, G. (2003). *The helping relationship: Process and skills*. (8th ed.). Boston: Allyn & Bacon.
- Girard, E. I., Wallace, N. M., Kohlhoff, J. R., Morgan, S. S. J., McNeil, C.B. (2019). *Parent-child interaction therapy with toddlers improving attachment and emotion regulation*. United States: Springer International Publishing
- Thompson, C. L., & Rudolph, L.B. (2000). *Counseling Children*. 5th ed. Pacific Grove California: Brooks/Cole Publishing Company

PA31006 PRACTICUM

Practical training is the requirement of the theoretical courses that have been attended. Practical training is conducted in the last semester. Students' placement is conducted in the suitable organizations that are dealing with the children and their families. The aim of this practical training is to enhance the application skills of students and make them understand theories about child development and family relations in a practical and real World setting.

References

- American Psychological Association. (2010). *Publication manual of the American Psychological Association*. (6th ed.). Washington: Author.
- Kerlinger, F. N., & Lee, H. B. (2000). *Foundations of behavioral research*. (4th ed.). Wadsworth: Thomson Learning, Mohd.
- Zahedi Daud & Ismail Ibrahim. (2003). *Panduan penulisan ilmiah gaya UMS: Manual penulisan pengajian prasiswazah dan pascasiswazah*. Kota Kinabalu: Universiti Malaysia Sabah.
- Sekolah Psikologi dan Kerja Sosial. (2004). *Manual Latihan Praktikum*. Kota Kinabalu: Penulis.
- Shaugnessy, J. J., Zechmeister, E. B., & Zechmeister, J. S. (2004). *Research methods in psychology*. Chicago: McGraw-Hill.

PA31206 ACADEMIC EXERCISE

Thesis is a research project conducted by students under the supervision of one or more supervisors. Empirical research is conducted as field working or laboratory work. The aim of this course is to train students' research in research methods and provide them with experiences of conducting research. Students are actively involved in planning the research proposals, finding research tools, collecting data, analyzing and interpreting data and presenting their findings in the form of a thesis. This course helps in enhancing students' critical thinking, reasoning abilities, and knowledge about the topic under research.

References

- American Psychological Association. (2001). *Publication manual of the American Psychological Association*. (5th ed). Washington: Author.
- Beddu Salam Baco (penyelenggara). (2000). *Panduan penulisan latihan ilmiah Sekolah Psikologi dan Kerja Sosial*. Kota Kinabalu: Universiti Malaysia Sabah.
- Kerlinger, F. N., & Lee, H. B. (2000). *Foundations of behavioral research*. (4th ed.). Wadworth: Thompson Learning.
- Mohd. Zahedi Daud & Ismail Ibrahim. (2003). *Panduan penulisan ilmiah gaya UMS: Manual penulisan pengajian prasiswazah dan pascasiswazah*. Kota Kinabalu: Universiti Malaysia Sabah.
- Shaugnessy, J. J., Zechmeister, E. B., & Zechmeister, J. S. (2004). *Research methods in psychology*. Chicago: McGraw-Hill.

SOCIAL WORK PROGRAMME (HA52)

PS10003 METHODS, PROCESS AND TECHNIQUES OF THE INTERVENTION OF SOCIAL WORK

This course discusses the basic theories of social work, issues on the formulation of the theories and the theoretical perspectives of the social work practice. The principal theories and approaches are also discussed especially in the context of strategy, process and the intervention of social work with individuals, groups and community.

References

- Rooney, R.H., & Larsen, J.A. (2002). *Direct social work practice: Theory and Skills* (6th ed.). Pacific Grove, CA: Brooks/Cole.
- Hepworth, D.H., Rooney, R.H., Rooney, G.D., Rooney, Strom-Gottfried, K., & Larsen, J.A. (2010). *Direct social work practice: Theory and Skills* (8th ed). Pacific Grove, CA: Brooks/Cole.
- Paula, A. M. & Mark, W. F. (2004). *Intervention with children and adolescents: An interdisciplinary perspective*. Boston: Allyn & Bacon.
- Sheafor, B., & Horejsi, C. R. (2003). *Techniques and guidelines for social work practice* (6th ed.). Boston: Allyn & Bacon.

PS10203 PHILOSOPHY, ETHICS AND HUMAN RIGHT IN SOCIAL WORK

This course provides exposure to students that the philosophy that being integrated in the social work course is different from other social science disciplines. Students will also learn about ethics and value as well as the human right in various social work setting.

References

- Banks, S. (2012). *Ethics and values in social work*. Macmillan International Higher Education.
- Beckett, C., Maynard, A., & Jordan, P. (2013). *Values and ethics in social work*. Sage.
- Ife, J. (2012). *Human rights and social work: Towards rights-based practice*. Cambridge University Press.
- Parrott, L. (2014). *Values and ethics in social work practice*. Learning Matters.

PS10402 BEHAVIOUR MODIFICATION IN SOCIAL WORK

This course will discuss the normal and abnormal behavior, approaches in understanding the behavior, differences of the change in behavior and psychotherapy, basic principles of behavior change, the principles of learning a behavior, the strengthening and the elimination of behavior, the record of behavior change, modeling, and working with a mediator. Debates on case in lesson will focus more on cases in social work practice.

References

- Kazdin, A. E. (2012). *Behavior modification in applied settings*. Waveland Press.
- Miltenberger, R. G. (2011). *Behavior modification: Principles and procedures*. Cengage Learning.
- Martin, G., & Pear, J. J. (2015). *Behavior modification: What it is and how to do it*. Psychology Press.
- Sheldon, B. (2011). *Cognitive-behavioural therapy: Research and practice in health and social care*. Routledge.
- Watson, D. L., & Tharp, R. G. (2013). *Self-directed behavior: Self-modification for personal adjustment*. Nelson Education.

PS20503 SOCIAL WORK PRACTICE I: INDIVIDUAL AND FAMILY

This is a foundation course in the general social work practice component. It is meant to expose learners to few situations, issues and related theories with the social work practices with individuals and family which situation requires development and problem solving. This course will concentrate on the values and ethics that have become the basic principles in the social work service as well as some intervention approaches which are used in social work.

References

- Farley, O.W. & Smith, L. L. & Boyle, S.W. (2012). *Introduction to Social Work*. New Jersey : Pearson Education Inc.
- McClenen, J.C. (2010). *Social work and family violence : theories, assessment, and intervention*. New York, NY : Springer
- Gambriel, E. (2006). *Social Work Practice : A Critical Thinker's Guide (2nd edition)*. New York : Madison Avauue.
- Walsh, J. (2013). *Theories for direct social work practice* . Belmont, Calif. : Cengage Learning
- Yanca, S. J. & Johnson, L.C. (2008). *Generalist social work practice with families*. Boston : Pearson/Allyn and Bacon
- Walker, S. (2013). *Effective social work with children, young people and families : putting systems theory into practice*. London, Thousand Oaks, Calif. : SAGE

PS20603 SOCIAL WORK PRACTICE II: GROUP

This course is designed to assist learners in getting the basic knowledge and theories of group work as a method of intervention. It focuses the development and dynamic groups, functions, groups and processes involved in the formation, preservation and elimination.

References

- Cohen, C. S., Phillips, M. H., & Hanson, M. (Eds.). (2008). *Strength and diversity in social work with groups: think group*. Routledge.
- Doel, M. (2006). *Using group work*. Psychology Press.
- Erford, B. T. (Ed.). (2018). *Group work: Processes and applications*. Routledge.
- Toseland, R. W., & Rivas, R. F. (2012). *An introduction to group work practice*. Allyn & Bacon,.
- Hill, R., & Harris, J. (Eds.). (2011). *Principles and practice of group work in addictions*. Routledge.
- Zastrow, C.H. (2006). *Social work with groups: a comprehensive workbook*. (6th ed.). Belmont: Thomson Brooks/Cole.

PS20803 ADMINISTRATION AND MANAGEMENT OF HUMAN SERVICE ORGANIZATION

This course will expose learners to the knowledgeable and skillful social work candidates who are suitable to administer and manage social service organization or association. It focuses on how strategic plans are formulated, the methods of social marketing, the quality, the service and function of the board members in the human service organization.

References

- Mehrr, J.J., & Kan wischer , R. (2008). Human Service Concept and Intervention Strategies. Pearson Education.
- Neeting, F.E., & O' Conner, M.K. (2003). Organization Practice: A Social Workers Guides to Understanding Human Services, Pearson Education.
- Mandel, B.R., & Schram, B. (2003). Human services: Policy and practice. Pearson Education.
- Lewis, J.A., Lewis. M.D., Packard. T. & Soulflee, J.R. (2001). Management of Human Service programs. Brooks/Cole. Thomson Learning.

PS30903 SOCIAL WORK PRACTICE III: COMMUNITY AND ORGANIZATION

This course will identify the various forms and approaches of social work with organization and community. Apart from the basic practices and the needed skills, the needs of analysis framework and theoretical practice of social work with organization and community will be introduced. Even though this field stresses on practices, it needs a social analysis and understanding of the social structure and socio-political relation as well as culture and power behind the social work practice, so that it will benefit the poor and exploited community. Issues and dilemmas faced by social workers deserve attention.

References

- Ashman, K. K. K., & Hull, G. H. (2001). *Macro skills workbook: A generalist Approach*. (2nd ed.). Australia: Brooks/Cole.
- Brueggemann, W., G. (2014). *The Practice of Macro Social Work*. Belmont. CA : Brooks/Cole, Cengage Learning.
- Netting, F., E., Kettner, P., M., McMurty, S., L., & Thomas M., L. (2012). *Social Work Macro Practice*. USA: Pearson Education Inc.
- Popple, K. (2001). *Analysing community work: Its theory and practice*. Buckingham: OUP.
- Sariano, F., I. (2013). *Conducting Needs Assessments: A Multidisciplinary Approach*. 2nd eds. USA: Pearson Publications, inc.
- Weil, M., Reisch, M., & Ohmer, M., L. (2013). *The Handbook of Community Practice*. 2nd Edition. USA: Pearson Publications, inc

PS31003 TECHNOLOGY AND INFORMATION MANAGEMENT FOR SOCIAL WORKERS

This course will equip learners with the use of technology and the management of information systems in social work practice. It will also tell learners how social work service in service agencies handles the information system for the benefits of

intervention social work, research and satisfaction improvement of clients towards the offered service. In this course learners will be exposed to internet technology to simplify the search of beneficial information in social work.

References

- Philips D., & Berman, B. Human Services in the Age of Technology: Harmonising Social Work and Computerisation. Avebury.
- Mason, R. O., Mason, F.M., & Culnan, Mary.J. Ethics of Information Management. NASW & ASWB (2005). NASW & ASWB Standard for Technology and Social Work Practice.
- Kerslake A., & Gould N. (1996) Information Management in Social Services. Avebury, Ashgate Publishing Company. Vermont USA.
- Lewis J. A., Lewis. M. D., Packard. T., & Souffle. F. (2001). Management of Human Service Programs. Brooks/Cole: Thompson Learning.

PS31103 LAWS FOR SOCIAL WORKERS

This course will introduce the general concepts of the law and how this concept creates the laws and its basic principles which are relating to social law. Understanding this social law will assist anybody who is involved in social service through justice and law. Among the relevant laws needed for those practising social work are legal aspects on children protection, labor, crimes and juvenile, social insurance, family and others which are assumed to be related to it.

References

- Braye, S., & Preston-Shoot, M. (2016). *Practising social work law*. Macmillan International Higher Education.
- Johns, R. (2011). *Using the law in social work*. Learning Matters.
- Saltzman, A., Furman, D. M., & Ohman, K. (2015). *Law in social work practice*. Nelson Education.
- Seymour, C., & Seymour, R. (2013). *Practical Child Law for Social Workers*. Learning Matters.

PS31203 SOCIAL WORK PSYCHIATRY

This course is designed to enable learners to have skills in evaluating and diagnosing problems faced by individuals as well as small groups such as family. It also discusses the concepts, methods and types of treatment for individuals and family who have social problems based on various main approaches such as psychosocial, cognitive behavior, humanistic existentialism, problem and solution-focused approach.

References

- Gould, N. (2016). *Mental health social work in context*. Routledge.
- McCance-Katz, E., & Clark, H. W. (Eds.). (2004). *Psychosocial treatments*. Routledge.
- Persons, J. B. (2012). *The case formulation approach to cognitive-behavior therapy*. Guilford Press.
- Rosenberg, S. J., & Rosenberg, J. (Eds.). (2017). *Community mental health: Challenges for the 21st century*. Taylor & Francis.

Thompson, M. E., Hooper, C. E., Laver-Bradbury, C. E., & Gale, C. E. (2012). *Child and adolescent mental health: Theory and practice*. Hodder Arnold.

PS31303 SOCIAL WORK HEALTH

This course exposes students to the role of social worker in clinical and public health settings. This course also exposes students with the national health policies, the health service system, health promotion and health education activities in Malaysia. This course will also discuss the biopsychosocial and spiritual perspective in health social work practice. Other than that, health behaviours theories and models will be exposed to the students in this course.

References

- Allen, K. M. & Spitzer, W. J. (2016). *Social Work Practice in Healthcare*. SAGE Publication, Inc
- Bentley, K. J. & Walsh, J. (2014). *The Social Worker and Psychotropic Medication: Towards effective collaboration with clients, families, and providers* (4th Edition). Brooks/Cole, Cengage learning.
- Bentley, K. J. (2002). *Social Work Practice in Mental Health: Contemporary Roles, Task and Techniques*. Brooks/Cole, Cengage learning.
- Cooper, M. G. & Lesser, J. G. (2005). *Clinical social work practice: an integrated approach*. Pearson Education, Inc.
- Drisko, J. W. & Grady, M. D. (2012). *Evidence-Based practice in clinical social work*. Springer.
- Golightley, M. (2011). *Social Work and Mental Health* (4th Edition). Learning matters.
- Vaughn, M. G. & Perron, B. E. (2013). *Social Work Practice in the Addictions*. Springer.

PS31403 GERONTOLOGY SOCIAL WORK

This course discusses the gerontology of social work, social gerontology and the aspects of human's aging. The course talks about the definition of aging, physical features, mental, psychology and aging myths. Theories on aging and its myths are also discussed. It also focuses on the knowledge needed for social worker in gerontology, services for elderly people and issues on long term care. The course will also talk about the psychosocial aspects of death and dying which are always related to aging.

References

- Binstock, R. H., George, L. K., Cutler, S. J., Hendricks, J., & Schulz, J. H. (Eds.). (2011). *Handbook of aging and the social sciences*. Elsevier.
- Erber, J. T. (2012). *Aging and older adulthood*. John Wiley & Sons.
- Novak, M. (2015). *Issues in aging*. Routledge
- Schwarz, B. (2012). *Environmental gerontology: What now?* Journal of Housing for the Elderly, 26(1-3), 4-19.
- Stuart-Hamilton, I. (Ed.). (2011). *An introduction to gerontology*. Cambridge University Press.

PS31503 OCCUPATIONAL SOCIAL WORK

Events and factors affecting the development of occupational social work will be discussed in this course. Relationship between occupational social work and other professions in the job industry will also be discussed. Studies on ethical issues, models in occupational social work, the frameworks of theory, methods and approaches used in helping out problematic workers are also discussed in the course.

References

- Furnham, A. (2008). *Personality and intelligence at work: Exploring and explaining individual differences at work*. Routledge.
- Mor Barak, M., & Bargal, E. (2000). *Social services in the workplace: Repositioning occupational social work in the new millennium*. New York: Harworth Press.
- Mor-Barak, M. E., & Bar-Gal, D. (2000). *Social services in the workplace: Repositioning occupational social work in the new millennium*. Psychology Press.
- Maiden, R. P. (2001). *Global perspectives of occupational social work* (Vol. 17). Psychology Press.
- Watson, T. (2012). *Sociology, work and organisation*. Taylor & Francis.

PS31703 SCHOOL SOCIAL WORK

This course discusses the interaction between school institutions, family and community and its effects on students. Other topics which will be discussed in this course are adolescent phase where every student will have to go through, as well as the needs and problems faced during this phase. Models, types of services and School Social Work skills are also discussed in this course.

References

- David, R. D. & Dupper, D.R. (2003). *School social work : skills and interventions for effective practice*. Hoboken, N.J.: Wiley & Sons
- JoAnn, J. J. & JoAnn. (2014). *School social work : a direct practice guide*. Los Angeles: Sage Publications.
- Sarah, E. K., Arthur, E. J., Knapp, S. E. (2002). *The school counseling and school social work treatment planner*. New Jersey : John Wiley.
- Paula, A. M. (2007). *Social work services in schools*. Boston, MA. : Pearson Allyn and Bacon.

PS31903 INTERNATIONAL SOCIAL WORK

Globalization has incurred opportunities and threats faced by social workers. Therefore, the perspective of social work practice should move towards regionalization and internationalization so service can be provided to people. This course also talks about the opportunities and the functions of the social work profession in organizations such as WHO, UNESCO, UNICEF and UNHCR.

References

- Cox D. & Pawar, M. (2013). *International social work : issues, strategies, and programs*. Thousand Oaks, Calif. : Sage Publications.
- Carolyn, J. T., & Dennis, D. L. (2009). *International social work policy and practice : practical insights and perspectives*. Hoboken, N.J. : Wiley.
- Karen et al. (2012). *The SAGE handbook of international social work*. London : SAGE.
- Vass, A. A. (1996). *Social work competencies: Core knowledge, values and skill (new direction in social work)*. Boston: Allyn & Bacon.

PS32002 ISSUES IN SOCIAL WORK

This course covers all the methods of social work taught in Year 1 until Year 3, so that learners will have better understanding and critics on the various methods of social work. This is to enable them to integrate these methods effectively in their practice. This is also to see the critics of social work practices nowadays as well as the issues debated in the community and how social work plays its role.

References

- Aronstein, D. M., & Thompson, B. J. (1998). *HIV/AIDS and social work practice: A practitioner guide*. New York: Harworth Press.
- Hardcastle, D.A., Wenecur, S., & Power, P.R. (1996). *Community practice: Theories and skills for social workers*. London: Oxford University Press.
- Kanfer, F.H., & Goldstein, A. P. (1975). *Helping people change: A textbook of methods*. New York: Pergamon \ Press.
- Suppes, M. A., & Well, C. C. (1991). *The social work experience: An introduction to the profession*. New York: McGraw-Hill.
- Vass, A. A. (1996). *Social work competencies: Core knowledge, values and skills*. Boston: Allyn & Bacon.

PS32103 PRACTICUM I

This is the first practicum course which is based on the two series of practicum course. This is to introduce learners to local social service agencies based on aspects such as planning policy, administration and service implementation (the focus is on the social work with individual and family) as well as self -development from the perceptive of personal professional. This is the first phase in the process.

References

- Brian, N. & Baird. (2014). *The internship, practicum, and field placement handbook: a guide for the helping professions*. Upper Saddle River, N.J : Pearson/Prentice Hall.
- Briggs, L., & Cooper, L. (2000). *Fieldwork in the human services*. Australia: Allyn & Bacon.
- Cynthia L.G. & Garthwait, C.L. (2008). *The social work practicum : a guide and workbook for students*. Boston :

Pearson

Day, P. J., Macy, H. J., & Ahelly, S. M. (2000). *Social working: Exercise in generalist practice*. (2nd ed.). Boston: Allyn & Bacon.

Horejsi, C. R., & Garthwait, C. L. (2002). *The social work practicum: A guide and workbook for students*. Boston: Allyn & Bacon.

PS32206 PRACTICUM II

This is the second practicum of the two series of practicum courses. The purpose of this practicum is to provide better exposure and insights of community works, opportunities to apply theories of community works in real situation and lastly, for learners to analyze their self development and professional, skills in handling social in unity as well as theories experiences in real situation and the ability to adapt knowledge into real situations.

References

Brian, N. & Baird. (2014). *The internship, practicum, and field placement handbook: a guide for the helping professions*. Upper Saddle River, N.J : Pearson/Prentice Hall.

Briggs, L., & Cooper, L. (2000). *Fieldwork in the human services*. Australia: Allyn & Bacon.

Cynthia L.G. & Garthwait, C.L. (2008). *The social work practicum : a guide and workbook for students*. Boston : Pearson

Day, P. J., Macy, H. J., & Ahelly, S. M. (2000). *Social working: Exercise in generalist practice*. (2nd ed.). Boston: Allyn & Bacon.

Horejsi, C. R., & Garthwait, C. L. (2002). *The social work practicum: A guide and workbook for student*. Boston: Allyn & Bacon.

PS31603 DISASTER MANAGEMENT

This course exposes students to the disaster, the characteristics, cause and effects of disaster on individuals, families, and communities. This course also provided a comprehensive analysis of social work practice in disaster management especially on the psychological, economic and social support aspects. This course also covers issues related to preparedness, monitoring and evaluation process related to emergency management. Students are expected to learn about the existence of various agencies at the international, national and local levels that are involved in the disaster management during a disaster.

References

Gillespie, F., D. (2016). *Disaster Concepts and Issue: A Guide for Social Work Education and Practice*.

Haddow, G., Bullock, J. & Coppola, D., P. (2010). *Introduction to Emergency Management*. Elsevier Inc.

Sikich., W., G. (1996). *Emergency Management Planning Handbook*. McGraw-Hill, Inc.

Horejsi C. R., & Sheafor B. W. (2006). *Techniques & Guidelines for social work practice*. Allyn & Bacon.

PS31803 SOCIAL WORK IN CORRECTIONAL SETTINGS

This course exposes students to the basic questions regarding social work practice in correctional settings. Students will also be exposed to the types of institutions in the community, policies, issues, parties involved and also direction of rehabilitation in the future.

References

Hanser, R.D. (2013). *Introduction to corrections*. Los Angeles: Sage.

Kleinig, J. (2006). *Correctional ethics, (Eds.), The international library of essays in public and professional ethics*. England: Ashgate Publishing Limited

W, Michael. (2004). *Corrections: a critical approach*. Boston: Mgraw Hill.

Hanser, R.D. (2013). *Introduction to corrections*. Los Angeles: Sage.

SPORT SCIENCE PROGRAMME (HS20)

PZ10102 PHYSICAL FITNESS

This course will give adequate exposure of different fields in Physical Conditioning and Health. It introduces fields in Physical Conditioning and Health: the, objectives, and philosophy. The fundamental knowledge of sciences, social culture and the importance of Physical Education and Health for special children; professional preparation and leadership of teachers will also be imparted.

References

- Baumgartner, T. A., Jackson, A. S., Mahar, M. T., & Rowe, D. A. (2003). *Measurement for evaluation: In physical education and exercise science*. New York: Mc Graw Hill.
- Institut Sukan Negara (1998). *Talent identification and fitness testing handbook*. Kuala Lumpur: MSN
- Bompa, T. O. (1994). *Theory and methodology of training*. Dubuque, USA: Kendall/Hunt Pub. Co.
- Sharkey, B. J. (1990). *Physiology of physical fitness*. (3rd ed.). Champaign. IL: Human Kinetics.
- Anderson, R. (1980). *Stretching*. Shelter. CA: Bolinas.

PE10403 HUMAN PHYSIOLOGY

Human Physiology is a lower-level, lecture-laboratory course that introduces functions and homeostatic mechanisms of the human body. Emphasis is on concepts and principles that serve as a foundation for understanding human physiology. Laboratory experiences demonstrate physiological mechanisms and serve as a basis for understanding clinical applications of physiology.

References

- Applegate, E. (2016). *The Anatomy and Physiology Learning System*. Philadelphia: Elsevier's.
- Mantini, F. H. & Bartholomew, E. F. (2014). *Essential of anatomy and physiology*. New Jersey: Prentice Hall.
- Marieb, E. N. (2018). *Human anatomy and physiology*. (4th ed.). California: Benjamin/Cumming Science Publishing.
- Seeley, S. T. (2018). *Anatomy and physiology*. New York: McGraw-Hill.
- Wilmore, H. J., & Costill, L. D. (2014). *Physiology of sport and exercise*. (3rd ed). Champaign, IL: Human Kinetics.

PE10103 HUMAN ANATOMY

Human Anatomy is a lower-level, lecture-laboratory course that introduces basic structure and functions of the human body inclusive of the skeletal system, muscular system, nervous system etc. Emphasis is on concepts and principles that serve as a

foundation for understanding human anatomy. Laboratory experiences provide hands on experience regarding the structure including shape, thickness, etc of a different tissues and organs in relation to their functions. This course will also serve as a basis for understanding clinical applications of physiology.

References

- Behnke, S. R. (2001). *Kinetic anatomy*. Champaign, IL: Human Kinetics.
- Hillman, S. K. (2003). *Interactive functional anatomy*. Champaign, IL: Human Kinetics.
- Mantini, F. H., & Bartholomew, E.F.(2000). *Essential of anatomy and physiology*. New Jersey: Prentice Hall.
- Marieb, E. N. (1998). *Human anatomy and physiology*. (4thed.). California: Benjamin/Cumming Publishing.
- Palastanga, N., Field, D., & Soames, R.W. (2002). *Anatomy and human movement*. Champaign, IL: Human Kinetics.

PE10802 HISTORY AND PHILOSOPHY OF SPORTS

This course will focus on the origins of sports and games in Physical Education. Famous and well-known people involved directly in the expansion of Physical Education, Games and Sports will be introduced. Students will also be exposed to philosophies related to the course

References

- Mechikorff, R. A., & Estes, S. G. (2006). *A history and philosophy of sport and physical education: From ancient civilizations to the modern world*. USA : Mc Graw Hill.
- Bucher, C. A., & Wuest, D. A. (1999). *Foundation of physical education and sport*. USA : Mc Graw Hill.
- Davis, B., Bull, R., J. & Roscoe, D. (1997). *Physical education and the study of sport*. UK : Mosby
- Coakley, J. (2001). *Sport in society: Issue and controversies*. Singapore: Mc Graw Hill

PE10202 HUMAN NUTRITION

This course introduces basic understanding of the nutrient such as carbohydrate, protein, fat, minerals and vitamins. Emphasis is on the functions of each food nutrient. The process of digestion and absorption of food also will be discussed further. This course will also serve as a basis for understanding clinical applications of nutrition in sports

References

- Agarwal, K. N. & Agarwal. (2003). *The growth infancy to adolescence*. New Delhi: CBS Publisher & Distributors.
- Brown, A. (2000). *Understanding food: Principle and preparation*. Stamford, CT: Wadsworth Publication Company.
- Clark, N. (2003). *Sports nutrition: Guidebook*. (3rd ed.) Champaign, IL: Human Kinetics.
- Maughan, R. J. (2000). *Nutrition in sport*. London: Blackwell Science Inc.
- Williams, S. R. & Schlenker, E.(2003). *Essentials of nutrition and diet therapy*. St Louis, Missouri: C.V. Mosby.

PE20303 EXERCISE PHYSIOLOGY

The course provides a detailed coverage of the physiological responses to exercise, using both human and animal models. It emphasizes the factors, which are thought to limit exercise capacity in different situations. There will be emphasis on fatigue in high intensity exercise, with a focus on adenine nucleotide depletion, effects of pH on muscle contractility, and electrolyte changes in muscle. The potential limitations to oxygen transport will be discussed. The factors associated with fatigue in prolonged exercise will also be examined. These include: substrate depletion, thermal balance, dehydration. How the body adapts to training and the effects of excessive overload will also be considered. This will include both positive and negative effects of training, which may influence health and performance such as oxidative stress, muscle damage, immune function and diet. In addition, the influence of genotype on performance will be investigated.

References

- Cerny, F. J. (2016). *Exercise physiology for health care professionals*. NY, NY: Human Kinetics.
- Ehrman, J.K., Gordon, M.P., Visich, S.P., & Keteyian, J.S. (2013). *Clinical Exercise Physiology*. NY, NY: Human Kinetics.
- Hoffman, J. (2016). *Physiological Aspects of Sport Training and Performance*. Champaign, IL: Human Kinetics.
- Mackinnon, L. T. (2016). *Exercise Physiology*. Champaign, IL: Human Kinetics.
- Wilmore, H. J., & Costill, L. D. (2014). *Physiology of Sport and Exercise*. (3rd ed.). Champaign, IL: Human Kinetics.

PC20003 SPORTS BIOMECHANIC

The course will focus on equipping students with knowledge in the application of basic biomechanical concepts in evaluating the performer and the athlete's performance. Students will also be exposed to biomechanical technological advancements that facilitate the improvement of performance.

References

- Bartlett, R. (1997). *Introduction to sports biomechanics*. London: E & FN Spon.
- Hall, S. J. (2003). *Basic biomechanics*. (4th ed.). St. Louis: McGraw Hill.
- Kreighbaum, E., & Barthels, K. M. (1996). *Biomechanics: A qualitative approach for studying human movement*. (4th ed.). Boston: Allyn and Bacon.
- Adrain, M. J., & Cooper, J. M. (1995). *Biomechanics of Human Movement*. Wm. C. Brown Communications. Dubuque. IA.
- McGinnis, P.M. (2005). *Biomechanics of sport and exercise*. Champaign, IL: Human Kinetics

PZ20202 SPORTS PSYCHOLOGY

The course aims to provide exposure on the basic concepts of sports psychology and framework responsibility of a sport psychologist. It enables the students a clear understanding about basic concepts of psychology and sport psychology which includes introducing the basic psychological skills training methods of behavior modification among athletes. Other than introducing the proper techniques conducting a sessions with participants, emphasis is to highlight the philosophy, basic

concept and different types of skills for different kind of settings and objectives. Ethical aspects of conducting a training and the aspects of monitoring progress and evaluation process were also being introduced to the students.

References

- Anshel, M. H. (2003). *Sport psychology: From theory to practice*. San Francisco: Pearson.
- David, L. et al., (2004). *Sport psychology contemporary themes*. Sydney: Palgrave.
- Gill, D. L. (2003). *Sport and exercise psychology*. Champaign, IL: Human Kinetics.
- Mohd Sofian Omar Fauzee. (2001). *Pendekatan sosio-psikologi*. Kuala Lumpur: Salafi Pub.
- Thelma, H. (2000). *Advances in sport psychology*. Champaign, IL: Human Kinetics.
- Journal of Sport and Exercise Psychology*. Champaign, ILL: Human Kinetics.

PZ20103 ASSESSMENT AND MEASUREMENT IN EXERCISE PERFORMANCE

A study of measurement and evaluation procedures and theories, instruments used for collecting data, and procedures for data analysis specific to exercise and sports. The use of computers for data analysis is included.

References

- Marrow, J. R., Jackson, A. W., Disch, J.G. and Mood, D.P. (2015). *Measurement and evaluation in human performance*. (6th ed.). Champaign, IL: Human Kinetics.
- Adams, G. E. (2014). *Exercise Physiology: Laboratory manual*. (4th ed.). McGraw Hill. New York.
- American College of Sports Medicine. (2016). *Guidelines for Exercise Testing and Prescription*. (5th ed.). Lippincott Williams & Wilkins
- American College of Sports Medicine. (2017). *Resource Manual for Guidelines for Exercise Testing and Prescription*. (4th ed.). Lippincott Williams & Wilkins.
- Wassermann, K., Hansen, J.E., Sue, D.Y., Whipp, B.J., & Casaburi, R. (2003). *Principles of Exercise Testing and Interpretation*. (3rd ed.). Williams & Wilkins.
- Nieman, D. C. (2013). *Exercise Testing and Prescription: A Health Related Approach*. (5th ed.). McGraw Hill. New York.

PC30003 APPLIED EXERCISE PHYSIOLOGY

This course examines the techniques used to test and evaluate all components of fitness; including cardiorespiratory fitness, muscular fitness, body composition, and muscular flexibility. In addition, stress management techniques are introduced. Guidelines to prescribe exercise based on fitness evaluations and practical use of relevant equipment are discussed. The students will learn how to use relevant fitness testing equipment and prescribe appropriate exercise programs based on fitness evaluations. Students will learn the guidelines and protocols for safe and effective exercise testing for normal and special populations.

References

- Cerny, F. J. (2016). *Exercise Physiology for Health Care Professionals*. New York: Human Kinetics.
- Ehrman, J. K., Gordon, M. P., Visich, S. P., & Keteyian, J.S. (2013). *Clinical Exercise Physiology*. New York: Human Kinetics.
- Hoffman, J. (2012). *Physiological Aspects of Sport Training and Performance*. Champaign, IL: Human Kinetics.
- Mackinnon, L.T. (2016). *Exercise Physiology*. California: Human Kinetics.
- Wilmore, H. J., & Costill, L. D. (2014). *Physiology of Sport and Exercise*. (3rd ed.). USA: Human Kinetics.

PZ30503 APPLIED SPORTS NUTRITION

The course provides a detailed coverage of the nutritional requirement and metabolism for physical activity and sports. The usage of fuel and physiological adaptation during training will be discussed. The nutrient and physiological responses with training, energy intake and usage and the implication towards training, relationship between body composition, training and health, food dietary intake before, during and after physical activity or sports also will be discussed.

References

- Berning, J. R., & Steen, S. N. (1998). *Nutrition for Sport and Exercise*. Gaithersburg, MD: Aspen Publishing, Inc.
- Coleman, E. N., & Steen, S. (1996). *The Ultimate Sports Nutrition Handbook*. Palo Alto, CA: Bull Publishing Co.
- Guyton, A. C. (2001). *Textbook of Medical Physiology*. Philadelphia: W. B. Saunders.
- Manore, M., & Thompson J. (2000). *Sport Nutrition for Health and Performance*. Champaign, IL: Human Kinetics.
- McArdle, W. D., Katch, F. I., & Katch, V. L. (2001). *Exercise Physiology: Energy, nutrition and human performance*. Philadelphia: Lea & Febiger.

PC30103 BIOCHEMISTRY IN SPORTS

This module will expose the students to the physiology and biochemistry of skeletal muscle and exercise including knowledge of types of skeletal muscles and energy sources for muscle contraction. The students will also understand the metabolic processes of different types of fuel used for energy provision and the specific conditions that encompasses the determination of substrate used; and these include lipid, carbohydrate and proteins. Lastly the students will understand the different metabolic responses that occur in the body when exposed to different intensities of exercise; as well as metabolic adaptation to training.

References

- Astrand, P. O and Rodahl, K. (1986). *Textbook of work physiology*. (3rded.). McGraw-Hill, New York
- Brooks, G. A., & Fahey, T. D. (1984) *Exercise physiology: human bioenergetics and its applications*. John Wiley, New York.
- Essen, B., Jansson, E., Henriksson, J., Taylor, A. W., & Saltin, B. (1976). Metabolic characteristics of fibre types in human skeletal muscle. *Acta. Physiol. Scand.*, 95, 153-65
- Fox, E.L., Bowers, R.W., & Foss, M.L. (1993). *The physiological basis for exercise and sport*. Dubuque, IA: W.C Brown.
- Newsholme, E.A., & Leach, A. R. (1983). *Biochemistry for the medical sciences*. Chichester: Wiley.

Sahlin, K. (1986). *Metabolic changes limiting muscle performance*. In: *Biochemistry of exercise vi.* (ed. B.Saltin). Champaign, IL: Human Kinetics. (pp 323-45).

Wagemakers, A. J. M., Beckers, E. J., Brouns, F., Kuipers, H., Soeters, P. B., van der Vusse, G. J. et al. (1991). Carbohydrate supplementation, glycogen depletion and amino acid metabolism during exercise. *Am. J. Physiol.*, 260, E883-890.

PZ30203 EXERCISE PRESCRIPTION

The course provides a detailed coverage of the needs for individual exercise prescription. It emphasizes the factors, which are thought to limit exercise capacity in different situations. There will be emphasis on screening, with a focus on identifying individual at risk and providing an exercise therapy or medical referral for treatable conditions. In addition, the students also will be exposed to the assessment, prediction and monitoring of an exercise program. Which includes identifying strength and weaknesses of individual, expected outcomes from exercise program, setting goals, checks the efficacy of the exercise program and make changes to the program.

References

Acevedo, E. O., & Starks, M. (2013). *Excercise Testing and Prescription Lab Manual*. USA: Human Kinetics.

David, P., & Brian, C. L. (2016). *Exercise Prescription: A Case Study Approach to the ACSM Guidelines: Applied Exercise Physiology*. (2nd ed.). London: Human Kinetics.

Heyward, H, V. (2016). *Advanced Fitness Assessment and Exercise Prescription*. (5th ed.). USA: Human Kinetics.

William, L., & Kluwer, W. W. (2017). *ACSM's Metabolic Calculations Handbook*. USA: American College of Sports Medicine.

PC20103 MOTOR LEARNING

Motor Learning is course that introduces the conceptual models of motor skill acquisition and human performance. The principles of skill classification, motor control, designing of practice and the technique of providing feedback are emphasized. Laboratory experiences demonstrate the relationship between the principles of motor learning and the learning process.

References

Jan Piek. (2006). *Infant motor development*. Champaign, IL: Human Kinetics.

Davids, K., Bennett, S., Karl, M., & Newell. (2006). *Movement system variability*. Champaign, IL: Human Kinetics.

Schmidt, R. A., & Lee, T. (2005). *Motor control and learning. A behavioral emphasis*. (4th ed.). Champaign, IL: Human Kinetics.

Schmidt, R.A., & Wisberg, C. A. (2004). *Motor learning and performance*. (3rd ed). Champaign, IL: Human Kinetics.

Vickers, J. N. (2007). *Perception, cognition and decision training: The Quiet Eye in action*. Champaign, IL: Human Kinetics.

PC20403 SPORTS REHABILITATION

Therapeutic modalities used to manage athletic injuries and their indications and contraindications. Rationale for and techniques of using thermal and electrical modalities for athletic injuries. This course will cover the physiological and pathological processes of trauma, wound healing and tissue repair and their implications on the selection and application of therapeutic modalities used in a treatment and/or rehabilitation program. The role and function of the common pharmacological agents that are used in conjunction with therapeutic modalities also will be discussed. The student will be taught about how to identify appropriate therapeutic modalities for the treatment and rehabilitation of injuries and illness. The criteria for progression and return to activity based on the level of functional outcomes and methods of assessing progress when using therapeutic modalities and interpreting the results also will be covered.

References

- Starkey, C. (2004). *Therapeutic Modalities*. (3rd ed.). Philadelphia, PA: F.A. Davis Company
- Prentice, W. E. (2003). *Therapeutic Modalities: For Sports Medicine and Athletic Training*. (5th ed.). Madison, WE: McGraw-Hill Publishing.
- Prentice, W. (2003). *Therapeutic Modalities for Sports Medicine and Athletic Training: Laboratory Manual*. (5th ed.). Madison, WE: McGraw-Hill Publishing.
- Anderson, M. K., & Hall, S.J. (1997). *Fundamentals of Sport Injury Management*. New Jersey: Williams & Wilkins.
- Brewer, K. J., & Rootenberg, J. H., In Ray R., Wiese-Bjornstal D. M. (1999). *Counseling in Sports Medicine*. Champaign, IL: Human Kinetics.
- Prentice, W. E. (1999). *Rehabilitation Techniques in Sports Medicine*. (3rd ed.). St. Louis: WCB McGraw-Hill.
- Prentice, W. E., & Arnheim's. (2002). *Principles of Athletic Training*. London: McGraw-Hill.

PZ20003 TALENT IDENTIFICATION AND DEVELOPMENT

This course will cover the various coaching, sports science, medicine and performance lifestyle disciplines as they relate to the identification and promotion of World Class talent. In addition, the students will also be exposed on the analysis and interpretation of the scientific data and measuring the athlete's performances. The methodology of test protocols typically used in the identification of elite sporting talent will be discussed.

References

- Baker, J., Schorer, J., & Copley, S. (2011). *Talent identification and development in sport: international perspectives*. Routledge
- Baur, J. (1988). *Talent Identification and Development in Sport. An interim evaluation*. (Part 1). Australian Institute of Sport.
- Hanh. (1990). Identification and Selection of Talent in Australian Rowing. *Excel*, 6(3), 5-11.
- Jarver, J. (1981). Procedures of Talent Identification in the USSR. *Modern Athlete and Coach*, 19(1), 3-6.
- Riordan, J. (1987). Talent Spotting in Eastern Europe. *Track Technique*, 101, 3214-3220.
- Rizak, G. (1986). Observations on Talent Identification and Sport Training in the Chinese Educational System. *CAHPER/ACSEPC Journal (Ottawa)*, 52(6), 36-39

PZ20203 SPORTS RECREATION

This course will discuss and attention to dig up understanding for sport and recreation. Skill aquasitation need in sport and recreation including activity, sociological, psychological, culture mediator, community needs and value dimension. It also to give student to involve practically to organise and run the activity in sport and recreation real situation.

References

- Chek Mat. (2001). *Pengurusan Rekreasi*. Kuala Lumpur: Utusan Publications & Distributors Sdn Bhd.
- Mohd Salleh Aman. (2004). *Sukan Dalam Masyarakat Malaysia*. Kuala Lumpur: Universiti Malaya Publisher.
- Mull, R. F. (1987). *Recreation Sport Management* Champaign, IL: Human Kinetics.
- Stier, W.F. (1999). *Managing Sport Fitness & Recreation Programs*. Boston, Massachusetts: Allyn & Bacon.
- Watt, c.D. (1998). *Event Management in Leisure and Tourism*. Addison Wesley Longman.

PZ20303 MANAGEMENT OF SPORTS ORGANIZATION AND HUMAN RESOURCE

This course explains how a sport organization is organized. Management skill and leadership characteristics will be discussed. Students will be taught with strategies management, objectives of an organization, SWOT analysis, and current issues related to the sports and human management. Students will be trained to analyze and solve any problems faced in the area of sports and human management.

References

- Ab Azizi Yusof. (2004). *Pengurusan Sumber Manusia: Konsep/ isu dan pelaksanaan*. Petaling Jaya: Prentice Hall.
- Chelladurai, P. (1999). *Human Resource Management in Sport & Recreation*. USA: Human Kinetics Publisher.
- Ivancevich, J. (2001). *Human Resource Management*. (5th ed.). Boston: Mc-Graw Hill.
- 10c. (1998). *Sport Administration Manual*. London: Hurford Enterprise Ltd.
- Slack. T. (2000). *Understanding Sport Organization: The application of organization theory*. Champaign, IL: Human Kinetics

PZ30303 TRAINING PROGRAM AND COACHING METHODOLOGY

This course focus on the training program technique and design. The students will examine the techniques used for specific training and evaluate all components of training techniques, including resistance training, speed, power, agility, flexibility and mobility. In addition, periodization will be introduced. Guidelines for periodization and selection of relevant training techniques are discussed. The students will learn how to use relevant training techniques and prescribe appropriate training programs based on fitness evaluations and sports specific requirements. Students will learn the guidelines and protocols for safe and effective training program for specific age group and gender.

References

- Bompa, T. (1999). *Periodization Theory and Methodology of Training*. Champaign, IL: Human Kinetics.
- Bompa, T. (1999). *Periodization Training for Sports*. Champaign, IL: Human Kinetics Publishers,
- Brown, L., Ferrigno, V., & Santana, J.C. (2000). *Training for Speed, Agility and Quickness Book*. Champaign, IL: Human Kinetics.
- Dick, F. (2002). *Sports Training Programs*. London: A & CBlack.
- Foran, B. (2000). *High Performance Sports Conditioning*. Champaign, IL: Human Kinetics.

PM30608 PC30608 INDUSTRIAL TRAINING

The course aims to provide exposure and hands-on experience the philosophy and purpose of industrial training for students. During the course of the training students being able to plan an action for different and certain situation in sport settings. Students also having the opportunity to explore and identifying different tools and methods of management and communication in this training. Also having the challenge to take an active and proactive role and action during industrial training. Above all, this is the period for students to apply applying all theoretical foundations they have acquire in the program during industrial training and critically being able to monitor, evaluate, monitoring and applying critical skills and thinking process skills during the period of the industrial training.

References

- Anuar Din, YM Raja Ismail Raja Lope, PM. Dr. Salleh Abd Rashid. (2002). *Garis Panduan Latihan Industri*. Universiti Malaysia Sabah.

PZ30603 SPORTS EVENT MANAGEMENT

This course is designed to introduce the student to the administration of any sporting event management. Students will be made aware of the marketing opportunities, bidding process, sponsorship and many more options available to them in organizing sporting event. They will also learn about leadership style available in sporting event management. Case study will be based on the latest sports event.

References

- American Sport Education Program (1996). *Event Management for Sport Directors: American sport education program*. Canada: Human Kinetics Publishers.
- Byl, J. (1999). *Organizations Succesfull Tournaments*. Champaign, Illinois: Human Kinetics.
- Mohd Sofian Omar Fauzee. (2000). *Panduan Membentuk Format Pertandingan Sukan*. Kuala Lumpur: DBP.
- Parks, J. B. (1998). *Contemporary Sport Management*. Champaign: IL .Human Kinetics.
- Solomon, J. (2002). *An insider's guide to managing sporting events*. USA: Human Kinetics.

PZ20403 SPORTS AND PUBLIC RELATION

This course is to introduce students with public relationship strategies on promoting sports. Students will be exposed with public relationship in sports organization. Students also will be exposed with knowledge and strategies in public relationship to organize a sports and recreation event.

References

- Stoldt, G. C., Dittmore, S. W., & Branvold, S. E. (2006). *Sport Public Relations*. USA: Human Kinetics.
- Guth, D. W., & Marsh, C. (2009). *Public Relations: A Values-Driven Approach*. (4th ed.). Upper Saddle River, New Jersey: Allyn & Bacon.
- Hansen-Horn, T. L., & Neff, B. D. (2008). *Public Relations: From Theory to Practice*. Boston: Pearson Allyn & Bacon.
- Lattimore, D., Baskin, O., Heiman, S. T. & Toth, E. L. (2007). *Public Relations: The Profession and the Practice*. (2nd ed.). Boston: McGraw-Hill Companies.
- Seitel, F. P. (2007). *The Practice of Public Relations*. (10th ed.). Upper Saddle River, New Jersey: Pearson Education International.

PM30003 FINANCIAL MANAGEMENT IN SPORTS

This course is designed to prepare the students with the understanding of basic principles of finance and its impact on sports management. Students will be taught with financial management in a sports organization starting with identifying the finance source available to them, financial expenditure and analyzing the financial figures and accountancy. Case study will be based on discussion of analyzing strategic organizational management in an internal and external manner.

References

- Stewart, B. (2007). *Sport funding and Finance*. Butterworth-Heinemann
- Fried, G., Shapiro, S. J. & DeSchriver, T. D. (2003). *Sport Finance*. Human Kinetics
- Howard, D. R. & Crompton, J. L. 2004. *Financing Sport*. (2nd ed.). Fitness Information Technology, Inc
- Fort. R. (2003). *Sports Economics*. Pearson Education, Inc.
- Slack. T. (2004). *The Commercialisation of Sport: Sport in the Global Society*. Routledge

PZ30103 MANAGEMENT OF SPORTS MARKETING AND SPONSORSHIP

Sports marketing are a prestigious and challenging career. This course will discuss about the sports marketing area from a strategic perspective that covers the framework in sports marketing, planning for market selection decisions and sports marketing mix. In addition, this course will discuss on how to implement and control the strategic process of sports marketing. One of the popular elements in sports marketing area is sponsorship. Thus this course will involve the students' participation on how to understand and practice the sponsorship management program when student want to organize any sports events.

References

- Dshaad, B., Miller, S., & Turner, R. (1999). *Sales Success in Sport Marketing: A philosophical & practical approach*. Canada: Events Unlimited.
- Mullin, B. J., Hardy, S., & Sutton W. A. (1999). *Sport Marketing*. Canada: Human Kinetics
- McDonald, M., Milne, M., & George, R. (1998). *Cases in Sport Marketing*. London: Jones & Bartlett Pub.
- Stier, W. F. (2000). *Successful Sport Fund Raising*. Dubuque, IOWA: Wm.CBrown.
- Stotlar, D. K. (2001). *Developing Successful Sport Sponsorship Plans*. Morgantown. USA: Fitness Information Tech.

PM30303 MANAGEMENT OF SPORTS INFRASTRUCTURE

This course will be discussing the technical aspects in planning and developing the sports facilities in detail. The trends during managing sports facilities as well as roles and manager's function will also be included. Besides that, the analysis of the needs for sports facilities, types of facilities, maintenance, staff and box office management also in the syllabus. Further research through visits to existed facilities location as well as the one in the building process.

References

- Gil Fried. (2010). *Managing sport facilities*. United States: Human Kinetics.
- James C., Puhalla, J. V., Krans, J., & Michael, G. J. (2010). *Sports fields: design, construction, and maintenance*. Wiley ; SportsTurf Managers Association.
- Flannery, T., & Swank, M. (1999). *Personnel Management of Sport Directors*. Champaign, IL: Human Kinetics.
- Kestner, J. L. (1996). *Program Evaluation for Sport Directors*. Canada: Human Kinetics.
- Mull, R. F., Bayless, G. K., Ross, M. C., & Jamieson, M. L. (1997). *Recreational Sport Management*. (3rd ed.). Champaign, IL: Human Kinetics.
- Olson, J. R. (1997). *Facility and Equipment Management for Sport Directors*. Champaign Illinois: Human Kinetics.

PM30103 SPORTS AND MEDIA

Student will be expose the interest of media and its relationship in sport in term of gender, globalization and ethic. Relationship between sport organization and sport media and its role in development for sport. Value and ethic while reporting to media and professionalism in sport media.

References

- Bernstein, A., & Blain, N. (2003). *Sport, Media, Culture: Global and Local Dimensions*. United States: F. Cass Publication
- Boyle, R., Flood, P., & Kevin, D. (2004). *Sport and the Media: Recent Economic, Legal and Technological Developments*. Mahwah, New Jersey: Lawrence Erlbaum Associates, Inc.
- Nicholson, M. (2007). *Sport and the Media: Managing Nexus*. United States: Butterworth-Heinemann
- Raney, A. A., & Bryant, J. (2006). *Handbook of Sports and Media*. Mahwah, New Jersey: Lawrence Erlbaum Associates Inc.

Rowe, D. (2004). *Critical Readings: Sport, Culture and the Media*. Maidenhead, Berkshire: Open University Press.

PZ30102 FIRST AID AND SPORTS INJURY

This course deals with safety concepts as they relate to responsibility in schools and the community. Students receive training in first aid, and will have the opportunity to complete American Heart Association's (AHA) Basic Life Support Training. Emphasis is placed on accident prevention, first aid and emergency care, and transportation of the sick and injured.

References

- Benjamin, C. L. (1997). *Human Biology. International Edition*. U.S.A: McGraw-Hill Companies, Inc.
- Edington, D. W. (1976). *The Biology of Physical Activity*. U.S.A: Houghton Mifflin company.
- Houston, M. E. (1995). *Biochemistry Primer for Exercise Science*. Champaign, IL: Human Kinetics.
- Mader, S. S. (1995). *Human Biology. Student Study Art Notebook*. (4th ed.). U.S.A: Wm.c.Brown Publishers.
- Horton, H.R., Moran, L.A., Ochs, R.S., Rawn, J.D., & Scrimgeour, K.G. (1996). *Principles of Biochemistry*. (2nd ed). London: Prentice-Hall Inc.

PZ30002 ICT AND SPORTS

The course aims to provide exposure on the basic concepts, purposes and the skills of ICT usage in sport. It enables the students to understand and thoroughly explaining the different types, medium and ways of communication using ICT in sport. Other than capable of using a systematic technique of a sport information search using ICT, students will be able to identify choosing an appropriate ICT as tools to solve problem in sports. Ethical aspects of ICT usage will also being emphasis and a training of using ICT as an aspects of monitoring progress and evaluation skills were also being introduce to the students. Finally, the students will be capable of using ICT as a medium of communication, dissemination of knowledge and as a tool to develop professionals linkages in sport.

References

- Byrd, J., & Brown, P.L. (2002). *The Innovation Equation: Building creativity and risk-taking in your organization*. New Jersey: Bass/Pfeiffer.
- Bundy, W. M. (2002). *Innovation, Creativity and Discovery in Modern Organization*. London: Quorum Books.
- Dastbaz Mohammad. (2003). *Designing Interactive Multimedia System*. USA: McGraw Hill.
- O'leary, T. J., O'leary, L. I. (2000). *Asas Pengkomputeran*. Kuala Lumpur: McGraw Hill.
- Shelly, G. B., Cashman T.J., Vermaat, M. E., & Walker, T. J. (2002). *Discovering Computers 2004. Complete Edition*. London: Thompson Publishing

EARLY CHILDHOOD EDUCATION PROGRAMME (HT19)

TD10103 FOUNDATION OF EARLY CHILDHOOD EDUCATION

This course enables students to discuss the importance of historical information and theories in the field of early childhood education. Students will identify appropriate practice which focuses on development, individual strengths, interests and needs based on cultural contexts. Students are also exposed to curriculum, environment, policy, trends and issues related to early childhood education.

References

- Ackerman, D.J., Barnett, W.S. & Robin, K.B. (2005). *Making the most of kindergarten: Present trends and future issues in the provision of full day programs*. New-Brunswick, NJ: Rutgers University, National Institute for early Education Research.
- Bredenkamp, S. (2013). *Effective practices in Early Childhood Education: Building a Foundation*. (2nd ed.). Upper Saddle River: NJ Pearson Education, Inc.
- Jones, P. & Walker, G. (2011). *Children's rights in practice*. London: Sage Publications Ltd.
- Sluss, D.J. (2005). *Supporting play: Birth through age eight*. Clifton Park, NY: Delmar Cengage Learning.
- Swim, T.J. & Watson, L. (2011). *Infants and toddlers*. (7th ed.). Clifton Park: Wadsworth Cengage Learning.

TD10203 GROWTH AND DEVELOPMENT OF CHILDREN

Theories and research findings in the physical, cognitive, language and social/emotional domains of growth and development of young children are the focus of this course. Emphasis is placed on the role and responsibilities of family and child care specialist/teacher in creating high quality supportive environments.

References

- Allen, K.E. & Marotz, L. (2010). *Developmental profiles: Pre-birth through twelve* (6th ed.). Belmont, CA: Wadsworth, Cengage Learning.
- Beckett, C. & Taylor, H. (2016). *Human Growth and Development*. London: Sage Publications Ltd.
- Berk, L. E. (2012). *Child development* (9th ed.). New Jersey: Pearson Educational Inc.
- Keenan, T., Evans, S. & Crowley, K. (2016). *An Introduction to Child Development*. London: Sage Publications Ltd.
- Santrock, J.W. (2016). *A Topical Approach to Life-Span Development* (8th ed.). New York: McGraw-Hill.

TD10603 LANGUAGE AND LITERATURE LEARNING IN EARLY CHILDHOOD EDUCATION

This course enables students to discuss the importance of historical information and theories in language learning of children. Students will be trained to practically undergo developmentally appropriate language and literature activities.

References

- Gottlieb, M., & Castro, M. (2017). *Language Power*. California: Corwin
- Essa, E. (2011). *Introduction to early childhood education*. (6th ed.). Clifton Park, NY: Wadsworth Cengage Learning.
- Sawyer, W. (2004). *Growing up with literature*. (4th ed.). NY: Thomson Delmar Learning
- Sowers, J. (2000). *Language arts in early education*. NY: Thomson Delmar Learning
- Machado, J. M. (2012). *Early childhood experiences in language arts: emerging literacy*. (10th ed.). NY: Thomson Delmar Learning.
- Whitehead, M.R. (2010). *Developing language and literacy with young children* (3rd ed.). UK: Sage Publication Ltd.

TD10403 EARLY CHILDHOOD EDUCATION CURRICULUM STUDIES

The course discusses fundamental theories and trends with regard to curriculum in early childhood education. This course also provides a knowledge about factors that influence the implementation of a curriculum (the learners, resource materials and facilities, the teacher, the school environment, culture and ideology, instructional supervision and assessment) and discusses how each factor influences the implementation process. Emphasis is placed on the practical applications of philosophy, theories and current studies that are manifested in various curriculum models in early childhood education.

References

- Bahagian PERMATA, Jabatan Permata Negara. *Modul pendidik/pengasuh: Kursus asuhan dan didikan awal kanak-kanak PERMATA Negara*. Serdang: Universiti Putra Malaysia.
- Boyle, B., & Charles, M. (2016). *Curriculum development: A guide for educators*. UK: Sage Publication Ltd.
- Dodge, D.T., Rudick, S., & Berke, K.L. (2006). *The creative curriculum for infants, toddlers and twos*. Washington, DC: Teaching Strategies.
- Gartrell, D. (2004). *The Power of Guidance: Teaching Social-Emotional skills in Early Childhood Classroom* NY: Tomson Delmar Learning
- Kementerian Pendidikan Malaysia. (2017). *Kurikulum standard prasekolah kebangsaan*. Kuala Lumpur: Bahagian Pembangunan Kurikulum.
- Jackman, H.L., Beaver, N.H., & Wyatt, S. S. (2015). *Early Childhood Curriculum*. (6th ed.). US: Cengage Learning.

TD20303 PHYSICAL AND HEALTH EDUCATION FOR YOUNG CHILDREN

This course discusses the concept of health, policies, regulations and principles that promote good health practices to young children. Emphasis is placed on the implementation of physical activities related to movement science, motor skills, manipulative skills and physical fitness. Education for the prevention of child sexual abuse will be highlighted.

References

- Ayers, S. F. & Sariscsany, M. J. (2011). *Physical Education for Lifelong Fitness*. (3rd ed). U.S: Mc Naughton & Gunn.
- Jabatan Perdana Menteri. (2011). *Kurikulum PERMATA negara* (3rded.). Bahagian Pendidikan Awal Kanak Kanak PERMATA. Putrajaya: Perbadanan Percetakan Negara
- Kementerian Pendidikan Malaysia. (2017). *Kurikulum standard prasekolah kebangsaan*. Kuala Lumpur: Bahagian Pembangunan Kurikulum.
- Lu, C., & Montague, B. (2016). Move to learn, learn to move: Prioritizing physical activity in early childhood education programming. *Early Childhood Education Journal*, 44(5), 409–417.
- Musgrave, J. (2017). *Supporting Children's Health and Wellbeing*. London: Sage Publications Ltd.
- Moyles, J. (2015). *The Excellence of Play*. (4th ed). New York: McGraw-Hill.
- Robertson, C. (2013). *Safety, Nutrition and Healthy in Early Education*. (5th ed). NY: Thomson Delmar Learning.
- Roberyson, C. (2010). *Safety, nutrition & health in education*. (4th ed.). Clifton Park, NY:Wadsworth Cengage Learning.

TD20203 CHILD CARE MANAGEMENT

This course focuses on child care management in early childhood education. The course emphasized the topics on health, safety and nutrition related to child care management. This includes designing nutrition programme, safety measures, self-care and behavior management for children. Students will be taught on first aids, signs and symptom of common childhood sickness and how to respond to situations of illnesses and accidents.

References

- Berk, L.E. (2008). *Child development* (8th ed.). New York: Pearson
- Ball, J.W. & Bindler, R.C. (2003). *Pediatric nursing: caring for children* (3rd ed.). Upper Saddle River, New Jersey: Alexander.
- Bredenkamp, S. (2013). *Effective practices in Early Childhood Education: Building a Foundation* (2nd ed.). Upper Saddle River, NJ Pearson Education, Inc.
- Dixon, M. & Crawford, D. (2012). *Paediatric Intensive Care Nursing* (1). Somerset, GB: Wiley-Blackwell.
- Gartrell, D. (2004). *The Power of Guidance: Teaching Social-Emotional Skill in Early Childhood Classroom*. NY: Tomson Delmar Learning

TD20403 PLANNING OF TEACHING AND LEARNING IN EARLY CHILDHOOD EDUCATION

This course focuses on principles, theories, approaches, strategies, teaching aids, planning and implementation of teaching and learning activities for children. The course also emphasizes the implementation of micro teaching in early education center and the need for [reflections on teaching practices](#).

References

- Jabatan Perdana Menteri. (2011). *Kurikulum PERMATA Negara*. (3rded.). Bahagian Pendidikan Awal Kanak Kanak PERMATA. Putrajaya: Perbadanan Percetakan Negara
- Janice, J. B. (2014). *Preschool appropriate practices environment, curriculum and development* (4th ed). Australia: Cengage Learning
- Mary, M. (2015). *Creative activities and curriculum for young children* (11thed). Australia: Cengage Learning
- Morrison, G. S. (2015). *Early childhood education today* (13thed.). Boston: Pearson Education Inc.
- Mayesky, M. (2012). *Creative activities for young children* (10thed.) NY; Thomson Delmar Learning.
- Reardon, D., Wilson, D. & Reed, D.F. (2008). *Early years teaching and learning* (3rd ed.). *Early years teaching and learning*. London: Sage Publications Ltd.

TD20603 MUSIC AND CREATIVE MOVEMENT IN EARLY CHILDHOOD EDUCATION

This course will expose students to the ideas and concepts associated with music learning theories. This course focuses on planning musical activities and creative movements in early childhood education with the use of musical instruments. Students need to implement a meaningful music and creative movement activities that are integrated with other curriculum areas in line with the guidelines specified in the Early Childhood Curriculum.

References

- Campbell, P. S., & Scott-K. (2013). *Music in Childhood: From Preschool through the Elementary Grades*. United States: Schirmer.
- Edwards, L. C. (2013). *Music and Movement: A way of Life for Young Child*. United States: Pearson Education, Inc.
- Houlahan, M., & Tacka, P. (2015). *Kodaly in the Kindergarten Classroom: Developing the creative Brain in the 21st Century*. United States: Oxford University Press.
- Pica, R. (2013). *Experiences in Movement and Music: Birth to Age Eight*. (5th ed.). United States: Wadsworth.
- Sam, R., & Hepburn, B. (2015). *Purposeful pathways*. United States: Music is Elementary.

TD30103 EARLY SCIENCE AND TECHNOLOGY FOR CHILDREN

This course discusses the development of scientific thinking among children based on inquiry and problem solving skills. Emphasis is placed on active learning by children through their creative and critical thinking, exploration, investigation as well as problem solving skills while trying to understand the world around them. In addition, this course discusses how to instill positive attitudes among children toward science. This course also allows students to teach early science integrated with technology for children.

References

- Broström, S. (2015). Science in early childhood education. *Journal of Education and Human Development*, 4(2) 107-124.
- Martin, D. J. (2001). *Constructing early childhood science*. NY: Tomson Delmar Learning.
- Praire, A. P. (2004). *Inquiry into math, science & technology for teaching young children*. NY: Tomson Delmar Learning.
- Charlesworth, R., & Lind, K. K. (2005). *Math & science for young children*. (7th ed.). NY: Thomson Delmar Learning.
- Siew, N. M., & Chin, M. K. (2017). *Pentaksiran Kreativiti Saintifik Untuk Prasekolah*. Johor: Universiti Tun Hussein Onn Malaysia.
- Siew, N. M., Chin, M. K. & Agnis, S. (2017). The Effects of Problem Based Learning with Cooperative Learning on Preschoolers' Scientific Creativity. *Journal of Baltic Science Education*, 16 (1), 100-112.
- Sumarni, S. (2013). The role of educators in introduce technology in early childhood through science activity. *Procedia-Social and Behavioral Science*, 103, 1161-1170.
- Watts, M., Salehjee, S., & Essex, J. (2017). But is it science? *Journal of Early Child Development and Care*, 187(2), 274-283.

TD30303 SCREENING AND INTERVENTION FOR CHILDREN WITH SPECIAL NEEDS

This course discusses the introduction of special education in early childhood education, detection of children with special needs and individual differences of children with special needs. Emphasis is placed on responsibilities of teachers, individual lesson plan (ILP), planning and teaching strategies, and adaptation of learning environment for children with special needs.

References

- Bryant, D. P., Bryant, B. R., & Smith, D. D. (2017). *Teaching students with special needs in inclusive classrooms*. London: Sage Publications Ltd.
- Hallahan, D. P., Kauffman, J. M. & Pullen, P. C. (2012). *Exceptional learners: Introduction to special education* (12th ed.). Upper Saddle River: Pearson Inc.
- Farvell, M. (2008). *Educating special children – an introduction to provision pupils with disabilities and disorders*. New York: Routledge
- Frederickson, N. (2002). *Special education needs, inclusion and diversity*. Buckingham: Open University Press.
- Kirk, S. A., Gallagher, J. J., Coleman, M. R. & Anastasiow, N. J. (2008). *Educating exceptional children* (12th ed.). Boston: Houghton Mifflin Co.

TD30503 MANAGEMENT OF EARLY CHILDHOOD CENTRE

This course extends knowledge and skills in the management of early childhood education services. This course focuses on the responsibilities in early childhood settings such as records and files as well as human and financial resources management. Legislation and regulations pertaining to early child care and education will be discussed.

References

- Akta Pendidikan 1996. (2002). *Akta 550 & Peraturan terpilih*. Petaling Jaya: International Law Book Services.
- Akta Pusat Jagaan 1993. (2000). *Akta 506 & peraturan-peraturan*. Kuala Lumpur: International Law Book Services.
- Akta Taman Asuhan Kanak Kanak 1984. (2002). *Akta 308*. Petaling Jaya: International Law Book Services.
- Shoemaker, C. C. J. (2000). *Leadership and management of programme for young children*. (2nded.). Upper Saddle River, N.J: Prentice-Hall.
- Iraj, I., Kingston, D., & Melhuish, E. (2015) *Assessing Quality in Early Childhood Education and Care: The Sustained Shared Thinking and Emotional Wellbeing (SSTEWE) Scale*. London: IoE Press.

TD30703 MANAGEMENT OF CHILD DEVELOPMENT PROGRESS

This course covers the concepts, objectives, principles and the importance of assessment and evaluation in early childhood education. Emphasis is placed on a variety of observation methods and process on children in their respective environment. Based on observations and data analysis, reporting and follow-up actions are to be taken in helping children to develop their full potential.

References

- Chin, M.K., & Siew, N. M. (2015). The development and validation of a figural scientific creativity test for preschool pupils. *Creative Education*, 6, 1391-1402.
- Doig, B., & Ompok, C. (2010). Assessing young children's mathematical abilities through games. *Procedia-Social and Behavioral Sciences*, 8, 228-235
- Gayle, M., & Jung, L. A. (2015). *Assessing young children* (5th ed.). Boston: Pearson.
- Gullo, D. F. (2004). *Understanding assessment and evaluation in early childhood education*. New York: Thomson Delmar Learning
- Wortham, S. C. (2011). *Assessment in early childhood education* (6th ed.). New York: Prentice Hall.

TD30903 EARLY MATHEMATICS FOR CHILDREN

This course discusses the development of mathematics thinking in young children. Emphasis is placed on how children learn early mathematics and fostering children's mathematics thinking skills by offering teaching aids and experiences that build a

strong foundation for future mathematical learning. In addition, this course discusses how to assess young children mathematics abilities through the use of games.

References

- Baroody, A. J., & Ginsburg, H. P. (1986). The Relationship between Initial Meaningful and Mechanical Knowledge of Arithmetic. In Hiebert, J. (Ed.). *Conceptual and Procedural Knowledge: The Case of Mathematics*, pp. 75-112. Hillsdale, N.J.: Lawrence Erlbaum Associates.
- Geist, E. (2009). *Children are born Mathematicians. Supporting Mathematical development, birth to age 8*. Columbus: Pearson Education.
- Gifford, S. (2004). A new Mathematics pedagogy for the early years: In search of principles for practice. *International Journal of Early Years Education*,12(2).
- Myers, A. & Berkowicz, J. (2015). *The STEM Shift*. California: Corwin
- Wright, R. J., Martland, J., Stafford, A.K., & Stanger, G. (2011). *Teaching number. Advancing children skills and strategies* (2nd ed.). London: Sage Publications Ltd.
- Wright, R.J., Martland, J. & Stafford, A.K. (2010). *Early numeracy. Assessment for teaching and intervention* (2nd ed.). London: Sage Publications Ltd.

TD30203 DIGITAL INNOVATION IN TEACHING AND LEARNING OF CHILDREN

Students will be taught how to integrate 21st century skills and Industry Revolution (IR) 4.0/Education 4.0 technology in the learning environment of early childhood settings. The course will emphasize on the practice of student-based learning incorporating various online learning technologies in the curriculum for specific subject/learning areas, the generation of ideas in developing innovation project for children and the recording of their personal learning experiences via blog/forum. Students will be engaged in materials development incorporating the use of various innovative learning technologies in teaching and learning.

References

- Brooks-Young, S. J. (2010). *Teaching with the tools kids really use: Learning with web and mobile technologies*. London: SAGE Publications.
- Calvert, S., Jordan, A., & Cocking, R. (Eds.). (2002). *Children in the digital age: Influences of electronic media on development*. Westport, CT: Praeger.
- Shuler, C. (2007). *D is for digital: An analysis of the children's interactive media environment with a focus on mass marketed products that promote learning*. New York: Joan Ganz Cooney Center.
- Walsh, G., McMillan, D., & McGuinness, C. (2017). *Playful Teaching and Learning*. London: SAGE publications.
- Zhao, Y., Zhang, G., Lei, J. & Qiu, W. (2016). *Never Send a Human to Do a Machine's Job*. California: Corwin

TD30603 QUALITY OF EDUCATORS IN EARLY CHILDHOOD EDUCATION

The subject aims to equip students with skills in personal, interpersonal and professional, as well as oral and written communication skills in order to increase self confidence and capability. Early childhood professionals would make a difference in the lives of children before formal schooling. Emphasis is placed on the practice of professionalism in early childhood care and education.

References

- Campbell-Barr, V. & Leeson, C. (2016). *Quality and Leadership in the Early Years: Research, Theory and Practice*. London: Sage Publications Ltd.
- Cheminais, R. (2009). *Effective Multi-Agency Partnerships*. London: Sage Publications Ltd.
- Reed, M., & Canning, N. (2012) *Implementing Quality Improvement and Change in the Early Years*. London: Sage Publications Ltd.
- Santrock, J. W. (2016). *A Topical Approach to Life-Span Development* (8th ed.). New York: McGraw-Hill.
- Slaughter, E. (2016). *Quality in the Early Years*. Maidenhead: Open University Press.

TD30803 SOCIO-EMOTIONAL, SPIRITUAL AND MORAL DEVELOPMENT OF CHILDREN

This course intends to expose students on understanding the socio-emotional, spiritual and moral development of children that includes an array of intra and interpersonal processing when relating to others. The course places an emphasis on the role and responsibilities of teachers to plan strategies and techniques to promote socio-emotional wellness, moral and spiritual values of young children. Thus, the focus will be on positive social-emotional growth that promotes necessary communication skills for learning throughout a child's life. Students also will be exposed to methods in handling emotional challenges that may affect children's behaviour which occur during everyday interactions with adults and other children, by learning the skills to navigate their emotional ups and downs in more positive ways. Then, this module also tends to expose students with theories and models of spiritual and moral education as well as factors that influence positive spiritual and moral in early childhood setting. Therefore, students will gain skills to guide young children in developing their socio-emotional, spiritual and moral appropriately.

References

- Arnold, C. (2010). *Understanding Schemas and Emotion in Early Childhood*. London: Sage Publications Ltd.
- Gartrell, D. (2004). *The Power of Guidance: Teaching Social-Emotional Skill in Early Childhood Classroom*. NY: Thomson Delmar Learning
- Essa, L. E. (2010). *Introduction to Early Childhood Education* (6th ed). NY: Thomson Delmar Learning.
- Manning-Morton, J., & Thorp, M. (2015). *Two-Year-Olds in EY Settings*. Maidenhead: Open University Press.
- Roberts, R. (2010). *Wellbeing from Birth*. London: Sage Publications Ltd.

TD30004 PHASE 1 PRACTICUM (CHILDCARE CENTRE)

This course is a teaching practice component in teacher education programme. This training aims to provide the opportunity for the students to plan, implement, observe and evaluate teaching-learning practices using a variety of curriculum approaches. Emphasis is placed on the role and responsibilities of teachers to create flexible learning environments that are responsive to the social and cultural context.

References

- Bassot, B. (2016). *The Reflective Practice Guide: An Interdisciplinary Approach to Critical Reflection*. Abingdon: Routledge.
- Bolton, G., & Delderfield, R. (2018). *Reflective Practice*. London: Sage Publications Ltd.
- Denscombe, M. (2017). *The Good Research Guide*. (5th ed). Maidenhead: Open University Press.
- Palaiologou, I. (2012). *Ethical Practice in Early Childhood*. London: Sage Publications Ltd.
- Lindon, J. & Trodd, L. (2016). *Reflective Practice and Early Years Professionalism*. London: Hodder Education.

TD40103 ARTS AND CRAFTS IN EARLY CHILDHOOD EDUCATION

This course discusses the developmental theory of children's visual expressions and the developmental stages of children's art. It also covers children's creativity and imagination, aesthetics and visual expressions, stimuli and factors that influence children's art and craft, as well as the appreciation of children's 2- dimensional and 3-dimensional art works.

References

- Hurwitz, Al. & Day, M. (2001). *Children and their art – methods for the elementary school* (7thed.) USA: Wardsworth Thomson Learning.
- Feldman, E.B. (1997). *Becoming human through art*. New Jersey: Prentice Hall
- Joan, B. K. (2001). *Bringing art into the elementary classroom*. United States of America: Wadsworth A Division of Thomson Learning, Inc.
- Mayesky, M. (2003). *How to foster creativity in all children*. New York: Thomson Delmar Learning
- Isbell, R. & Raines, S.C. (2012). *Creativity and the Arts with Young Children*. Canada: Delmar Learning a Division of Thomson Learning, Inc.

TD40303 CHILDREN'S DRAMA AND THEATER

This course covers the definitions and concepts of drama and children's theater. Emphasis is placed on the forms and techniques that are associated with children's drama and theater. This course focuses on the application and impact of creative drama activities as a tool for teaching in early childhood education. Students are also required to apply elements of children's theatre in the script.

References

- Burke, M. R. (2013). *Galvin Balton's Contextual Drama: The Road Less Travelled*. Chicago: The University Of Chicago Press.
- Kalam Hamidi. (2003). *Pegangan Pementasan Drama*. Kuala Lumpur: Penerbit Universiti Kebangsaan.
- Landy, R. J. & Montgomery, D. (2012). *Theatre for Change: Education, Social Action and Therapy*. Basingtore: Palgrave MacMilan.
- Nerattini, F. (2009). *Experiencing Art in Early Years: learning and development processes and artistic language*. Bologna: Edizioni Pendragon.
- Macfarlane, P. & Wheardon, S. (2012). *Creative Drama for Emotional Support: Activities and Exercise for Use in the Classroom*. UK: Jessica Kingsley.
- Schneider, W. (2009). *Theatre for Early Years: Research in Performing Arts for Children from Birth to Three*. Frankfurt: Peter Lang.
- Schonmann, S. (2006). *Theatre as a Medium for Children and Young People: images and observations*. Dordrecht: Springer.
- Weimann, R. (1978). *Shakespeare and the Popular Tradition in the Theater: Studies in the Social Dimension of Dramatic Form and Function*. Baltimore and London: The Johns Hopkins University Press.

TD40503 EDUCATION UNDERGRADUATE PROJECT 1

This course provides students the skills on how to carry out research in the field of early childhood education which involves doing research, writing reports, organizing seminars, presenting research papers, and writing educational research articles. Education undergraduate project 1 focuses on preparing research proposal.

References

- Bassot, B. (2016). *The Reflective Practice Guide: An Interdisciplinary Approach to Critical Reflection*. Abingdon: Routledge.
- Bolton, G. (2010). *Reflective Practice*. London: Sage Publications Ltd.
- Denscombe, M. (2017). *The Good Research Guide*. (5th ed). Maidenhead: Open University Press.
- Nutbrown, C. (2018). *Early Childhood Educational Research*. London: Sage Publications Ltd.
- Palaiologou, I. (2012). *Ethical Practice in Early Childhood*. London: Sage Publications Ltd.
- Lindon, J. & Trodd, L. (2016). *Reflective Practice and Early Years Professionalism*. London: Hodder Education.

TD40203 TEACHING SOCIAL STUDIES FOR CHILDREN

This course covers the key concepts and skills in social studies (Geography, Economics, History, Political Governance, Civics and Citizenship) for young children. [Social studies instruction](#) is part of a series about innovative practices in the core subjects of Early Childhood Education. Students will develop teaching aids to maximize children's learning to its full potential.

References

- Bredenkamp, S. (2013). *Effective practices in Early Childhood Education: Building a Foundation*. (2nd ed.). Upper Saddle River: NJ Pearson Education, Inc.

De Melendez, W. R., Beck, V., & Fletcher, M. (2000). *Teaching social studies in early education*. NY: Thomson Delmar Learning.

Mindes, G. (2008). *Teaching Young Children Social Studies*. Chicago: Rowman & Littlefield Publishers, Inc.

Seefeldt, C. (1993). *Social Studies for the pre-school-primary child*. (4th ed.). New York: Merrill.

Seefeldt, C. (2005). *Social Studies for the preschool*. USA: Pearson Education

TD40403 TEACHER AND COMMUNITY

Incorporating families in a community enhances student learning and shapes the behavior of children. This course discusses the strategies for students in communicating with parents. Emphasis is placed on the implementation of activities which engage families and communities in planning, leadership and meaningful volunteer opportunities.

References

Barbour, C., Barbour, N. H., & Scully, P. A. (2011). *Families, schools and communities: Building partnerships for educating children*. Upper Saddle River, NJ: Pearson Education.

Berns R. M. (2013). *Child, family, school, community: Socialization and support*. (9th ed.). Belmont, USA: Wadsworth, Cengage Learning.

Bowes, M. J. (2004). *Children, families & communities*. (2nd ed.). Oxford: Oxford University Press.

Bredenkamp, S. (2013). *Effective practices in Early Childhood Education: Building a Foundation*. (2nd ed.). Upper Saddle River: NJ Pearson Education, Inc.

Gestwicki, C. (2013). *Home, school and community relations*. (8th ed.). Belmont, USA: Cengage Learning.

TD40603 EDUCATION UNDERGRADUATE PROJECT 2

This course provides students the skills on how to carry out research in the field of early childhood education which involves doing research, writing reports, organizing seminars, presenting research papers, and writing educational research articles for the educational institutions. Education undergraduate project 2 focuses on research work until for publication.

References

American Psychological Association. (2010). *Publication manual of the American Psychological Association* Washington: Author.

Bassot, B. (2016). *The Reflective Practice Guide: An Interdisciplinary Approach to Critical Reflection*. Abingdon: Routledge.

Bolton, G. (2010). *Reflective Practice*. London: Sage Publications Ltd.

Denscombe, M. (2017). *The Good Research Guide*. (5th ed.). Maidenhead: Open University Press.

Palaiologou, I. (2012). *Ethical Practice in Early Childhood*. London: Sage Publications Ltd.

Lindon, J. & Trodd, L. (2016). *Reflective Practice and Early Years Professionalism*. London: Hodder Education.

TD40004 PHASE 2 PRACTICUM (KINDERGARTEN)

This course is a teaching practice component in a teacher education programme. This training aims to provide the opportunity for the students to plan, implement, observe and evaluate teaching-learning practices using a variety of curriculum approaches. Emphasis is placed on the role and responsibilities of teachers to create flexible learning environments which are responsive to the social and cultural contexts.

References

- Bassot, B. (2016). *The Reflective Practice Guide: An Interdisciplinary Approach to Critical Reflection*. Abingdon: Routledge.
- Bolton, G., & Delderfield, R. (2018). *Reflective Practice*. London: Sage Publications Ltd.
- Denscombe, M. (2017). *The Good Research Guide*. (5th ed). Maidenhead: Open University Press.
- Palaiologou, I. (2012). *Ethical Practice in Early Childhood*. London: Sage Publications Ltd.
- Lindon, J., & Trodd, L. (2016). *Reflective Practice and Early Years Professionalism*. London: Hodder Education.

EDUCATION WITH SOCIAL SCIENCES (HT17)

TH10103 PRINCIPLES, METHODS AND PHILOSOPHY OF HISTORY

This course aims to introduce students to ilmu history as an academic discipline. Through this course, students will be exposed to important aspects in the discipline of history such as methods, approaches, theories, concepts and philosophies of history. Students are also given exposure to common thoughts such as understanding chronology, exploring, interpreting, imagining and rationalizing historical facts.

References:

Abdul Rahman Abdullah | (1994). Introduction to Historical Science. Kuala Lumpur: Dewan Bahasa dan Pustaka. Carr, EH (1994). (Translated by Ab. Rahman Haji Ismail) What is History? Kuala Lumpur: Dewan Bahasa dan Pustaka. Collingwood, RG (1985). (Translated by Muhd. Yusof Ibrahim) Historical Ideas. Kuala Lumpur: Dewan Bahasa dan Pustaka. Muhd. Yusof Ibrahim | (1997). History: Philosophy, Principles and Methods. Kuala Lumpur: Dewan Bahasa dan Pustaka. Qasim Ahmad | (1991). Historical Works: Approaches and Questions. Kuala Lumpur: Dewan Bahasa dan Pustaka.

TH10203 HISTORY OF MALAYSIA: 20TH CENTURY TO PRE-INDEPENDENCE

This course provides knowledge about the political situation in Malaya in the 20th century to the pre-independence. Emphasis is given to English and Japanese occupation in Malaya and the process of independence.

References

Butcher, JG (1979) The British in Malaya, 1880-1941. Kuala Lumpur: Oxford University Press
Mohd. Isa Othman. (2002) History of Malaysia (1800-1963). Kuala Lumpur: Utusan Publications and Distributors Sdn. Bhd.
Ramlah Adam (2004) Radicalism Movement in Malaysia (1938-1965). Kuala Lumpur: Dewan Bahasa dan Pustaka
Andaya, BW & Andaya, LY (1983) Sejarah Malaysia. Kuala Lumpur: MacMillan
Ibrahim Mahmood (1981) History of the Struggle of the Malays. Kuala Lumpur: Pustaka Antara.

TH10303 ECONOMICS HISTORY OF MALAYA (1900-1957)

This course discusses the socio-economic background or native feudal society of Malaya before the 20th century, including social and economic systems, beliefs and artistic view of the world (world view), and the relationship between citizens and the government. The expansion of British influence in Malaya through a 'divide and rule', the introduction of the Residential System, 'segregation policy' involving the police bring in Chinese and Indian labor and exile settlements with economic functions will also be discussed.

References

- Andaya, BW and Leonard Y. 1982. A History of Malaysia. London and Basingstoke: Macmillan Asian History Series.
- Chai Hong Chan | 1967. The Development of British Malaya, 1896-1909. Kuala Lumpur: Oxford University Press.
- Allen, J. de V. 1967. The Malayan Union. New Haven: Yale University Southeast Asia Studies.
- Cheah Boon Kheng. 2003. Red Star Over Malaya: Resistance and Social Conflict During and After Japanese Occupation, 1941-1945. 3rd Edition. Singapore: Singapore University Press.
- Emerson, R. 1979. Malaysia - A Study in Direct and Indirect Governance. Kuala Lumpur: fewan Bahasa dan Pustaka.

TH10403 HISTORY OF SABAH AND SARAWAK (1841- 1963)

This course discusses the historical background of Sabah and Sarawak such as the state of society, socio-cultural and economic activities before the annexation of James Brooke and the British North Borneo (Chartered Company) will be discussed. The focus was on the rule of the Brooke Family in Sarawak since 1841 and the administration of the British North Borneo Company in Sabah since 1881 in terms of political, economic and social up to the establishment of political parties as well as the participation of Sabah and Sarawak in Malaysia. Also discussed were the opposition to colonial rule in Sabah and Sarawak, the Japanese occupation and the rise of nationalism.

References

- Arena Wati. (1978). Sabah Indigenous (Kadazan / Dusun). Kota Kinabalu: Sabah Foundation.
- Irwin, G. (1986). Nineteenth Century Borneo (Ter.). KL: DBP.
- Ismail Yusoff. (1997). Politics and Religion in Sabah. Bangi: SME.
- Leigh, MB (1974). The Rising Moon: Political Change in Sarawak. Sydney: Sydney University Press.
- Ongkili, JP (1985). Nation Building in Malaysia 1946-1974. Singapore: OUP.

TH20103 MALACCA SULTANATE HISTORY

Malacca Sultanate, which began in the 15th century AD has been much impact on changing the system of government that exists in our country until now. Malay States, which remains to this day not directly inherited from the history of the Malacca Sultanate that existed a long time ago. Therefore, heritage and legacy of the government is still applicable and affect the development of the Malay states were born after the fall of the empire.

References

- Andaya, BW & Andaya, LY (2001). A History Of Malaysia. London: Palgrave.
- Bradell, R. (1990). The Study Of Ancient Times In The Malay Peninsula And Straits Of Malacca. Kuala Lumpur: MBRAS No. 17.
- Brown, CC (1970). Sejarah Melayu. Kuala Lumpur: OUP.
- Haron Daud. (1989). Malay History: A Review of Aspects of Historiography of Culture. KL: DBP.
- Khoo Kay Kim. (2001). Malay Society: Transformation & Democratization. KL: Pelanduk Publication.

TH20203 HISTORY OF WEST ASIA: THE OTTOMAN EMPIRE TO THE WAR

This course discusses the affairs of the Middle East from a historical context. This course explains briefly related to the early history of civilization or government that has been established in the Middle East. Talks related to geographical history, religious and ethnic diversity, the Crusade series, and the Eastern Question were also discussed. Students will study the history of the Ottoman Empire in depth by emphasizing the weaknesses faced by the empire in the 17th and 18th centuries.

References

- Cleveland, LW 1994. A History of the Modern Middle East. Boulder: Westview Press.
- Hourani, A. 1991. A History of the Arab People. London: Faber & Faber Ltd.
- Lenczowski, HG 1971. The Middle East in World Affairs. London: Cornell University Press.
- Peretz, D. 1971. The Middle East Today. 2nd ed. New York: Holt, Rinehart and Winston.
- Smith, DC 2001. Palestine and The Arab-Israeli Conflict. Hampshire: Macmillan Press. Malaysian Education Ministry. (2017).

TH20303 HISTORY OF THE WEST ASIAN CONFLICT AFTER THE SECOND WORLD WAR

This course presents specifically related to conflicts or unrest in the West Asian region from a historical context. The scope of time is after the outbreak of World War II around 1945 until the 1990s era. Among the aspects emphasized include the establishment of the State of Israel (1948) and its development, the Arab-Israeli conflict which includes a series of wars, the Civil War in Lebanon, the Iraq-Iran War, the Islamic Rise of Arab Nationalism leading to certain revolutions such as in Egypt and Iran. The contribution of Western powers to the conflict, the question of autonomy and the like are also discussed. Next, some important issues that color the history of unrest in West Asia are also given attention. Among them are the intifada among the Palestinian community and the issue of racial minorities in West Asia.

References

- Aroian, A. Lois & Mitchell, P. Richard. 1984. The Modern Middle East and North Africa. New York: Macmillan Publishing.
- Bogle, C. Emory. 1996. The Modern Middle East, From Imperialism to Freedom, 1800-1958. New Jersey: Prentice Hall.
- Cleveland, L. William. 1994. A History of the Modern Middle East. Boulder: Westview Press.
- Lenczowski, George. 1971. The Middle East in World Affairs. London: Cornell University Press.
- Weatherby, N. Joseph. 2002. The Middle East and North Africa: A Political Primer. New York: Longman.

TH20403 HISTORY OF SOUTHEAST ASIA: MODERNIZATION AND DEVELOPMENT

This course focuses on the modernization and development that took place in the modern history of Southeast Asia after achieving independence from the colonial. Special emphasis is given to three countries in Southeast Asia, namely Thailand,

Myanmar and the Philippines. The struggle and the fulfillment of independence will be seen, especially in reviewing the political, social and economic changes introduced after the process of decolonization took place in Southeast Asia. The challenges faced by newly independent countries in modernization and development efforts will also be studied. In addition, we will also look at the efforts of these countries in establishing bilateral (multilateral) and multilateral (multilateral) relations in the context of enhancing economic development.

References

- Elson, RE 1997. *The End of Peasantry in Southeast Asia: A Social and Economic History of Peasant Livelihood, 1800-1990s* (Modern Economic History of Southeast Asia). Kuala Lumpur: Oxford University Press.
- Lindblad, JT 1998. *Foreign Investment in Southeast Asia in the Twentieth Century* (Modern Economic History of Southeast Asia). London: Macmillan.
- Owen, NG et al. 2004. *The Emergence of Modern Southeast Asia: A New History*. Hawaii: University of Hawaii Press.
- Tarling, N. 2001. *Southeast Asia: A Modern History*. London: Oxford University Press.
- Wolters, OW 1999. *History, Culture & Religion in Southeast Asian Perspectives*. Studies on Southeast Asia. Vol. 26. Ithaca: Cornell University Southeast Asian Program.

TH30103 HISTORY OF EUROPEAN DEVELOPMENT AND THE INDUSTRIAL REVOLUTION

The main purpose of this course is to nourish and enhance students' knowledge on the European history. This knowledge is important for students to understand the relationship between our country and the European country in the 19th century. At the same time students are aware of the struggles faced by developed countries in the early times. Such awareness brings students to appreciate the freedom gained by their country.

References

- Chamberlain, ME (2014) *'Pax Britannica'? British Foreign Policy 1789-1914*. New York: Routledge
- Coy, JP (2011) *A Brief History of Germany*. New York: Facts on File.
- Raico, R. (2010) *Great Wars and Great Leaders: A Libertarian Rebuttal*. Alabama: Ludwig von Mises Institute
- Tucker, SC (ed) (2005) *World War II: A Student Encyclopedia*. California: ABC-CHO.Inc
- Fitzpatrick, S. (1999) *The Russian Revolution* (2nd Ed). Oxford: Oxford University Press.
- Kates, G. (ed) (1999) *The French Revolution: Recent Debates and New Controversies*. London: Routledge.

TH30203 MALAYSIAN HISTORY : POLITICAL DEVELOPMENTS (1957- 1990)

This course discusses the political developments in Malaysia from the year 1957 to 1990. This discussion touches on the events that led to the emergence of the idea to unite Singapore, Sabah, Sarawak and Brunei in the federation of Malaysia. Next about the challenges faced in realizing the federation and after the federation was formed. Subsequent political developments in Peninsular Malaysia, Sabah and Sarawak until 1990 were also touched on in this course.

References

- Kassim Thukiman (2002) Malaysian Historical and Political Perspective. Kuala Lumpur: Utusan Publication and Distributors
- Mohd. Noor bin Abdullah (1976) Inclusion of Sabah and Sarawak into the Federation of Malaysia. Kuala Lumpur: Dewan Bahasa dan Pustaka.
- Sabiha Osman (1986) Change and Development. Bangi: Universiti Kebangsaan Malaysia.
- Gullick, J. and Gales, B. (1996) Malaysia: Its political and economic development. Kuala Lumpur: Pelanduk Publication
- Ongkili, JP (1985) Nation-Building in Malaysia, 1946-1974. Singapore: Oxford University Press

TH30603 BORNEO CROSS-CULTURE

This course provides knowledge on the preservation of the unique history and socio-cultural heritage of Borneo in line with the educational commitment in promoting the understanding of Borneo as a whole. This course covers the study of culture, history, language, politics, economics, environment, natural resources, sustainable development and indigenous issues of Borneo. It describes the main characters in terms of social, cultural and historical as well as identifies important histories that make up contemporary socio-culture. It also allows students to distinguish basic similarities and differences between various communities and indigenous and non-indigenous communities, while analyzing social social organizations and migration patterns that contribute to the complex culture of Borneo geographically. The course incorporates interesting elements often associated with Borneo such as orangutans and parrots, rainforests and nature, the history of colonial times and wars as well as unique tribal customs and ceremonies.

References

- Hobson, JA (1983) Imperialism. London: Allyn and Bacon.
- Owen. NG et . Al (2004) The Emergence of Modern Southeast Asia: A new history. Hawaii: University of Hawaii.
- Osborne, M. (1995) Southeast Asia: An Introductory Illustrated History. 6th edition. Sydney: Allen & Unwin.
- Tarling, N. (2000) The History of Southeast Asia. Vol 1, Part 2. From c. 1500 to c 1800. Cambridge: Cambridge University Press
- Wolters, OW (1999) History, Culture & Region in southeast Asian Perspectives (Studies on Southeast Asia, vol. 26) Ithaca: Cornell university .

TH30403 ICT APPLICATIONS IN HISTORY

This course will introduce and expose students to the basic concepts and components of Information and Communication Technology for educational purposes. It is in line with the creative and critical elements of order thinking skills and is higher than the curriculum specifications in KSSR and KSSM. To be implemented throughout the curriculum for all school subjects, teaching will be taught to foster creativity and fun-based learning in the 4.0 Educational Framework which emphasizes 21st century skills. Students will integrate ICT concepts and skills in planning and developing teaching and learning in the classroom.

References

Baharuddin Aris, Mohamad Bilal Alim Norah Md Nor . (2003), Computer Science; Engineering and Technology. Kuala Lumpur. Venton Publishing. 2. Jamaluddin Harun and Zaidatun Tasir . (2006). 3.Digital Graphics Technology and Design. Kuala Lumpur. Venton Publishing. Noriati A. Rashid, et . al (2009). 4. Technology in Teaching and Learning, Oxford Fajar Sdn. Bhd , Selangor . 5. Smaldino , SERussell, JDHeinich, R & Molenda.M (2005). Instructional Technology and media for learning . (8th ed) .New Jersey: Pearson educational Inc. 6. Boblyer , MD . (2003) .Integrating Educational Technology into Teaching. (3rd ed) .New Jersey: Merrill Prentice Hall

TH30303 HISTORY OF SOUTHEAST ASIA: THE ERA OF COLONIALISM / IMPERIALISM

This course provides knowledge about the colonial era in Southeast Asia. This touches on the causes of colonialism, the influence brought by the colonialists to countries in Southeast Asia, such as Myanmar, Indochina, Indonesia and the Philippines. The success of the Siamese in protecting their country will also be studied. It also touches on the social and economic aspects of this society during the colonial era. The Japanese occupation and the struggle for independence will also be discussed in this course.

References

Hobson, JA (1983) Imperialism. London: Allyn and Bacon.
Owen. NG et . Al (2004) The Emergence of Modern Southeast Asia: A new history. Hawaii: University of Hawaii.
Osborne, M. (1995) Southeast Asia: An Introductory Illustrated History. 6th edition. Sydney: Allen & Unwin.
Tarling, N. (2000) The History of Southeast Asia. Vol 1, Part 2. From c. 1500 to c 1800. Cambridge: Cambridge University Press
Wolters, OW (1999) History, Culture & Region in southeast Asian Perspectives (Studies on Southeast Asia, vol. 26) Ithaca: Cornel university .

TH40103 HISTORY OF CHINA AND JAPAN

This course is necessary to expose and provide future history teachers with the history of China and Japan between 1500 to 1955. The history of China and Japan can provide a better understanding of the situation that occurred in our country in the early 20th century. This knowledge is necessary so that a relevant and holistic view of Malaysian history can be given to prospective history teachers. This course is also proposed to provide prospective teachers with historical knowledge about both China and Japan found in the Form 6 History curriculum.

References

1.Hall , JW (1971). Japan: From Prehistory To Modern Times. Tokyo: EC Tuttle Co.
Edwin OR, & Albert, MC (1973). Japan: Tradition & Transformation. USA: Houghton Mifflin Co.
Rajendran, M. (1988). History of Japan. Kuala Lumpur: Arena Buku.
Vinacke, HM (1980). History of the Far East in Modern Times. Kuala Lumpur: Dewan Bahasa & Pustaka.

Yoshihara Kuino. (2002). *The Rise of China: Its Effect on East Asia*. Bangi: SME.

TH30102 HISTORY TEACHING METHODS

The purpose of this course is to help trainee teachers acquire teaching pedagogical skills. At the same time they are also asked to acquire their subject curriculum. Emphasis is given to the determination of lesson objectives, content, delivery, evaluation and enrichment activities. All of these activities were assessed during group micro teaching.

References

- Whitton, D. (2016) *Learning for teaching: Teaching for learning*. Australia: Cengage Learning Australia Pty Limited.
- Frankland, S. (2007) *Enhancing teaching and Learning through assessment: Deriving an appropriate model*. Springer.
- Pardoe, D. (2005) *Towards Successful Learning: Introducing a model for supporting and guiding successful learning and teaching in schools*. Stafford: Network Educational Press.
- Hazri Jamil. (2003). *History Teaching Techniques*. Bentong :: PTS Publications & Distributors.
- Ministry of Education Malaysia. (2002). *KBSM History Syllabus Description*. KL: Curriculum Development Center.

TG30102 GEOGRAPHY TEACHING METHODS

This course introduces students to the methods of teaching geography subjects using electronic and non-electronic assistance modes. Students are required to understand various important geographical terms in the KSSM curriculum as well as techniques to teach those terms. Workshops on fuel production for geographical skills, physical features and humanities in geography were also conducted. Students will learn how to write RPH accurate and complete. In addition, students are required to understand how to teach student-centered and conduct appropriate assessments. Students are tested in micro teaching practice skills that look at aspects of student time management and discipline, induction set, teaching steps, assessment and reflection of micro teaching sessions.

References

- Gary D. Borich (2011). *Effective teaching methods: research-based practice*. Boston, MA: Pearson / Allyn & Bacon
- Paul R. Burden, David M. Byrd. (2013). *Methods for effective teaching: meeting the needs of all students*. Boston: Pearson.
- Patrick Griffin, Esther Care. (2015). *Assessment and teaching of 21st century skills: methods and approach*. New York: Springer.
- Richard Harris, Simon Harrison and Richard McFahn. (2012). *Cross-curricular teaching and learning in the secondary school -- humanities: history, geography, religious studies and citizenship*. New York: Routledge.
- Daniella Tilbury, Michael Williams . (1997). *Teaching and learning geography*. London: Routledge.

TT30005 PRACTICUM I

Provide early exposure to prospective teachers with the atmosphere in the school. They are required to identify and prepare charts of school, classroom and association organization to appreciate management activities in schools. An understanding of management is demonstrated in managing a co-kum activity. Next, prospective teachers are exposed to the PdPc culture in the classroom. They need to observe teachers teaching and doing paired teaching before they teach individually. While teaching individually, they are monitored by supervising teachers and supervising lecturers to assist their PdPc. While doing PdPc activities trainee teachers are required to identify issues in PdPc.

References

- McDonald, T. (2019) Classroom Management Engaging Students in Learning. Australia: Oxford University Press
- Killen, R. (2015). Effective Teaching Strategies. Australia: Cengage Learning.
- Dombro, AL (2011). Powerful Interaction. II ed , Nat L Association for the Education of Young Children: USA.
- kolb , L. (2017). Learning First, Technology Second. USA: International Society for Technology in Education.
- Sharples, M. (2019) Practical Pedagogy. UK: Taylor & FrancisLtd

TT40005 PRACTICUM II

Provide further exposure to prospective teachers to better appreciate their presence in the school. Their "core business" this time is to PdPc in the classroom. They are required to develop innovative PdPc planning, integrate technology in planning and PdPc, constantly reflect to improve PdPc. In addition, prospective teachers also need to test the interventions they have provided to test their feasibility in improving PdPc - to add value to the trainee teachers they are required to lead 1 CSR project in the school.

References

- Hamilton, B. (2015). IntegratingTechnology in the Classroom. USA: International society for Technology in Education.
- Killen, R. (2015). Effective Teaching Strategies. Australia: Cengage Learning.
- Bergmann, J. & Sams, A. (2011). Flip your Classroom. USA: International Society for Technology in Education.
- Manfra, M. (2019). Action Research for Classroom, Schools and Communities. SAGE Publications.
- Berry, B . , Byrel, A. & Wieder, A. (2013). Teacherpreneurs. San Francisco: Jossey -Bass.
- Sharples, M. (2019). Practical Pedagogy. UK: Taylor & Francis Ltd.

TG10103 HUMAN GEOGRAPHY

This course introduces students to the basic concepts of human geography. In addition , students will gain exposure to human activities that exploit landforms and natural resources. Students will also discuss the factors and effects of exploiting the resource. The concept of preservation and conservation to ensure the well-being of people who exploit the resource will be

discussed. Finally, students will conduct research on current issues related to human geography to further strengthen all the knowledge learned in the classroom and tutorials.

References

- Robenstein, James.A (2016). Contemporary Human Geography. Pearson: Boston
- Jerome D. Fellmann (2015). Human geography. McGraw Hill: New York,
- Hall, Tim (2015). Urban Geography. Routledge: New York.
- James M. Rubenstein (2014). The cultural landscape: an introduction to human geography. Pearson: New Jersey
- Warwick Murray, John Overton (2015). Geographies of globalization. Routledge: New York.

TG10303 CLIMATOLOGY

This course aims to introduce the basic concepts in the study of climatology. Further, the interaction of concepts such as atmospheric systems with hydrology, ecology and geomorphology is also studied. Among the important topics emphasized are the basic components in climatological studies, the influence of climate change on the physical and human environment, classification of climate zones , concepts of pressure, humidity, precipitation and use of meteorological equipment through field trips and fieldwork. At the end of the course, students will prepare a study proposal to collect weather data in the study area .

References

- Rohli, RV & Vega, AJ (2007). Climatology. Jones & Bartlett Publishers
- Barry, RS & Chorley, RJ (1977). Atmosphere, Weather and Climate. London: Methuen.
- Blair, TA (2007). Climatology: General and Regional. Publisher: READ BOOKS
- Thompson, RD & Perry, A. (2013). Applied Climatology: Principles and Practices. Routledge, New York.
- Polyak, I. (1996). Computational statistics in climatology. Oxford University Press USA
- McGregor, GR & Nieuwolt, S. (1998). Tropical climatology: an introduction to the climates of the low latitudes. Wiley, University of Michigan

TG10203 PHYSICAL GEOGRAPHY

This course introduces students to the basic concepts of the earth system as well as the process of forming various types of landforms through various morphological agents. In addition, students are also exposed to the atmospheric system and its influence on the distribution of the world's natural plant species. Studies on the importance of landforms and natural plants to humans. As well as the concept of conservation and preservation are also given exposure to students. Finally, students conduct field studies to study the changes that occur in the physical geographical system and its effects on humans for short and long term.

References

- Briggs, JC (1987). Biogeography and Plate Tectonics. Elsevier
- Dixon, D. (2001). Big book about the earth. Dewan Bahasa dan Pustaka, Kuala Lumpur.
- Elam, E. & Milner, J. (2001). A2 in a week: Geography. Letts Educational Ltd, London
- Farndon, J. (2006). The complete guide to rocks and minerals. Hermes House, Anness Publishing Ltd, London.
- Gilluly, J., Waters, AC & Woodford, AO (1989). Geological principles: Volume 1. Dewan Bahasa dan Pustaka, Kuala Lumpur.

TG10403 INTRODUCTION TO GIS AND ANALYTICAL DATA

GIS and remote sensing are the most important areas in the mapping of the distribution of physical and human geographical features. This course introduces students to the method of remote sensing in obtaining raw data of physical and human geography. The basic principles of GIS as well as GIS data modeling are also focused. Students will learn how to develop simple GIS applications in a computer lab through data downloaded from satellites. Students are also able to identify the basic problems of GIS development and implementation in geography.

References

- Phua, MuiHow (2007). Introduction to GIS. UMS Publications, Malaysia.
- Atkinson, PM & Tate, NJ (1999). Advances in remote sensing and GIS analysis. Wiley, Michigan
- Chen, Yangbo, Kaoru Takara, Ian Cluckie & F. Hilaire De Smedt. (2004). GIS and Remote Sensing in Hydrology, Water Resources and Environment. International Association of Hydrological Sciences
- Lang, Laura (2001). Managing Natural Resources with GIS. ESRI, Inc.
- Lunetta, RS & Lyon, JG (2004). Remote sensing and GIS accuracy assessment. CRC Press

TG20303 BIOGEOGRAPHY

This course aims to introduce the causes and distribution of all life (flora and fauna) in the biosphere. It provides the basics and theories of the distribution of life in biogeographic fields such as hydrological and ecological systems. Among the important topics of this course include the characteristics of the interaction between each biogeographic system as well as the effects that influence the quality of the environment. Also discussed is the concept of legislation in environmental management so that life in the biogeographic realm gets good quality.

References

- Atkinson, JH & Bransby, PL (1991). Soil mechanics: Introduction to critical level soil mechanics. Dewan Bahasa dan Pustaka, Kuala Lumpur.
- Briggs, JC (1987). Biogeography and Plate Tectonics. Elsevier
- Brown, LR & Eckholm, EP (1985). Food crisis. Dewan Bahasa dan Pustaka, Kuala Lumpur.
- Cox, CB & Moore, PD (2000). Biogeography: An Ecological and Evolutionary Approach. Blackwell Publishing
- De Santo, RS (1990). Applied ecological concepts. Dewan Bahasa dan Pustaka, Kuala Lumpur.

TG20103 DATA MAPPING AND INTERPRETATION

This course introduces students to the basics of mapping and cartography in the field of geography. Practical exposure will be given to students in the production of maps as well as thematic maps and visual materials (graphs and charts). Also discussed are the elements of geographical skills such as reading directions, positioning, calculating scales and distances, calculating heights, cross-sectional techniques and producing all visual materials to present geographical data. Interpretation of topographic maps and visual materials is the main focus in this course. At the end of this course, students are expected to master all elements of geographical skills and apply in the field of interpretation of topographic maps and geographical visual materials such as charts, diagrams and so on.

References

- Mohammed A. Kalkhan. (2011). *Spatial statistics: geospatial information modeling and thematic mapping*. Boca Raton. : CRC Press.
- Ongnian Li, Suzana Dragicevic, Bert Veenendaal (2011). *Advances in web-based GIS, mapping services and applications*. .Boca Raton. : CRC Press
- And Muehlenhaus. (2014). *Web cartography: map design for interactive and mobile devices*. Boca Raton, FL: CRC Press
- Basil Gomez and John Paul Jones . (2010). *Research methods in geography: a critical introduction*. Wiley-Blackwel: Chichester, West Sussex, UK.
- Ruslan Rainis . (2007). *Introduction to Cartography*. Pearson Prentice Hall , Petaling Jaya.

TG20203 COASTAL MANAGEMENT

The coast is one of the important physical components in the life of flora and fauna. This course teaches about the importance of managing the physical and human components of coastal areas for the sustainable development of coastal areas. Among the important topics of discussion in this course are the process of physical formation of coastal areas and various issues regarding land use and coastal management. Sustainable coastal management strategies will be focused in this course.

References

- Dixon, D. (2001). *Big book about the earth*. Dewan Bahasa dan Pustaka, Kuala Lumpur.
- Elam, E. & Milner, J. (2001). *A2 in a week: Geography*. Letts Educational Ltd, London
- Charlier, RH & de Meyer, CP (1998). *Coastal Erosion: Response and Management*. Springer
- Gilluly, J., Waters, AC & Woodford, AO (1989). *Geological principles: Volume 1*. Dewan Bahasa dan Pustaka, Kuala Lumpur.
- Gilluly, J., Waters, AC & Woodford, AO (1989). *Geological principles: Volume 2*. Dewan Bahasa dan Pustaka, Kuala Lumpur.

TG20403 POPULATION AND RESOURCES

This course will provide exposure to students on the basic concepts of population and population distribution in a country. In addition, students will also recognize the concept of migration and the impact of migration on a country. The contribution of the population in developing a country will also be given attention. Students will also conduct external studies and resources at the micro level to study current issues regarding the population of a place.

References

- Abdul Majid Hassan. (1994), Population Geography. New Delhi
- HR Jowes (1990), Population Geography. Paul Champ, London
- Rosnah Talib. (1988) , Population Geography and Developing Countries, Dewan Bahasa dan Pustaka, Kuala Lumpur

TG30203 ENVIRONMENTAL ECOSYSTEM MANAGEMENT

This course aims to introduce the basic concepts of ecology and ecosystems in the physical environment. In-depth understanding will help students analyze the interdependence in the components of the biosphere. This management concept also will enable students to implement the legal system and long-term strategic management in preserving the physical environment. Among the topics that will be emphasized in this course are the basic concepts of ecology and ecosystems, energy flow in the food chain and chain system, the concept of water balance and hydrological cycle as well as environmental conservation and conservation measures.

References

- Atkinson, JH & Bransby, PL (1991). Soil mechanics: Introduction to critical level soil mechanics. Dewan Bahasa dan Pustaka, Kuala Lumpur.
- Briggs, JC (1987). Biogeography and Plate Tectonics. Elsevier.
- Brown, LR & Eckholm, EP (1985). Food crisis. Dewan Bahasa dan Pustaka, Kuala Lumpur.
- De Santo, RS (1990). Applied ecological concepts. Dewan Bahasa dan Pustaka, Kuala Lumpur.
- Dickinson, G. & Murphy, KJ (1998). Ecosystems: A Functional Approach. Routledge

TG30503 GEOGRAPHY OF ECOTOURISM

This course introduces students to the basics of preserving and conserving the natural beauty of physical geography for tourism purposes. Also discussed are the principles of ecotourism as well as the exploration of various physical resources that are suitable for ecotourism. Among the sources studied are modern agricultural resources for sustainability such as horticulture (horticulture), aquaculture, physical natural resources such as islands, ranges, cape, beaches and man-made physical natural resources such as hydroelectric plants and dams. At the end of this course, students are expected to apply the principles of ecotourism in the preservation and preservation of the natural beauty of physical geography.

References

- Basil Gomez and John Paul Jones . (2010). Research methods in geography: a critical introduction. Wiley-Blackwel: Chichester, West Sussex, UK
- Fennel DA (2007). Ecotourism (3rd Edition). Routledge, UK
- Fennel DA & Dowling, RK (2003). Ecotourism Policy and Planning. Routledge, UK
- Honey, M. (2007). Ecotourism and Sustainable Development, Second Edition: Who Owns Paradise ?. Island Press, USA
- Khan. MY (2015). Tourism Geography. Bio Green Book, USA.

TG30103 DRAINAGE BASIN MANAGEMENT

Rivers are a source of water and hydro energy for humans and need to be well maintained and preserved. Therefore, this course introduces integrated drainage system management methods for the sustainable development of the area around the river. In addition, it also discusses the geomorphology of rivers in terms of erosion, transport and sedimentation. The use of drainage basin land is studied from the point of view of sustainable drainage management.

References

- Gilluly, J., Waters, AC & Woodford, AO (1989). Geological principles: Volume 1. Dewan Bahasa dan Pustaka, Kuala Lumpur.
- Gilluly, J., Waters, AC & Woodford, AO (1989). Geological principles: Volume 2. Dewan Bahasa dan Pustaka, Kuala Lumpur.
- Gregory, KJ & Walling, DE (1973). Drainage Basin Form and Process: A Geomorphological Approach. London: Edward Arnold
- Mohd. Ekhwan Hj. Toriman (2007). Geography Physical Environment Paper 1. Oxford Dawn, Selangor
- Nagle, G. (2001). Advanced geography. Oxford University Press, New York

TG30303 MUNICIPAL AND URBANIZATION

This course aims to introduce the concepts of urbanization and urbanization through case studies on selected villages and towns. Next this course will detail the functional hierarchy of urbanization. Several models and theories specific to this course will be studied and implemented based on selected case studies. External studies that will be implemented will try to expand the usefulness of models, theories and make a resolution on municipal issues and urbanization of the study area.

References:

- Atkinson, JH & Bransby, PL (1991). Soil mechanics: Introduction to critical level soil mechanics. Dewan Bahasa dan Pustaka, Kuala Lumpur.
- Briggs, JC (1987). Biogeography and Plate Tectonics. Elsevier.
- Brown, LR & Eckholm, EP (1985). Food crisis. Dewan Bahasa dan Pustaka, Kuala Lumpur.
- De Santo, RS (1990). Applied ecological concepts. Dewan Bahasa dan Pustaka, Kuala Lumpur.
- Dickinson, G. & Murphy, KJ (1998). Ecosystems: A Functional Approach. Routledge

TG30403 ICT APPLICATIONS IN GEOGRAPHY

This course will introduce and expose students to the basic concepts and components of Information and Communication Technology for educational purposes. It is in line with the creative and critical elements of order thinking skills and is higher than the curriculum specifications in KSSR and KSSM. To be implemented throughout the curriculum for all school subjects, teaching will be taught to foster creativity and fun-based learning in the 4.0 Educational Framework which emphasizes 21st century skills. Students will integrate ICT concepts and skills in planning and developing teaching and learning in the classroom.

References

Baharuddin Aris, Mohamad Bilal Alim Norah Md Nor . (2003), Computer Science; Engineering and Technology. Kuala Lumpur. Venton Publishing. 2. Jamaluddin Harun and Zaidatun Tasir . (2006). 3.Digital Graphics Technology and Design. Kuala Lumpur. Venton Publishing. Noriati A. Rashid, et . al (2009). 4. Technology in Teaching and Learning, Oxford Fajar Sdn. Bhd , Selangor . 5. Smaldino , SERussell, JDHeinich, R & Molenda.M (2005). Instructional Technology and media for learning . (8th ed) .New Jersey: Pearson educational Inc. 6. Boblyer , MD . (2003) .Integrating Educational Technology into Teaching. (3rd ed) .New Jersey: Merrill Prentice Hall

T00102 PHILOSOPHY AND EDUCATION IN MALAYSIA

This course contains two main components, namely Philosophy and Education in Malaysia. In philosophical aspects, students will understand practical concepts of philosophical knowledge in teaching and learning, discuss general philosophical trends, educational philosophies and post-modernist philosophies. This course also evaluates the concepts and perspectives of truth in epistemology delivered through skill formation. The Education component in Malaysia will discuss the history and development of the national education system; pre-colonial, pre-colonial, pre-merdeka, pre-merdeka, merdeka and post-independence cover aspects of curriculum, students, teachers, management and educational direction.

References

- 1.Barrow, R., & Woods, R. (1994). An Introduction to Philosophy of Education. 3rd edition London: Routledge.
- 2.Bertrand Russell. (1993). History of Eastern Philosophy. Kuala Lumpur: Dewan Bahasa dan Pustaka.
- 3.Cecile L., Andrew S., & Sarah T., (2011). The philosophy Book. London; Darling Kindersley Ltd.
- 4.David A. Jacobsen. (2003). Philosophy in Classroom Teaching. 2nd edition. Ohio: Merrill Prentice Hall.
- 5.Gutek, Gerald L., (2000). Historical and Philosophical Foundations of Education. New Jersey: Prentice Hall.
- 6.Norman Melchert (2002). The Great Conversation: A Historical Introduction to Philosophy. 4th edition. Boston: McGraw Hill.
- 7.Sufean Hussin (2004). Education in Malaysia: History, Systems and Philosophy. Kuala Lumpur: Dewan Bahasa dan Pustaka.

TT00202 APPLICATION OF PSYCHOLOGY IN TEACHING AND LEARNING

This course will give students an understanding of the various ways to apply the concepts and principles of educational psychology in the classroom. This course will explore theories and practices in the field of educational psychology with an emphasis on the role of educational psychology in the teaching of learning, developmental theories focusing on cognitive, social, social, personal, moral, emotional, behavioral, motivational effects, intelligence, student diversity, student counseling, intelligence, effective teacher roles, and effective implementation of classroom management.

References

- Anita Woolfolk (2014). Educational Psychology. Harlow: Pearson.
- John W. Santrock (2010). Educational psychology. New York: McGraw-Hill
- Jeanne Ellis Ormrod (2014). Educational psychology: developing learners. Boston: Pearson Education.
- Soon Singh & Rathakeishnan, B (2020). Application of Psychology in Teaching and Facilitation. Kota Kinabalu: Publisher Universiti Malaysia Sabah.

PT / TT00302 THEORY AND PRACTICE OF PEDAGOGY

Explain the concept of pedagogy to trainee teachers in terms of theory and practice especially in the teaching and learning process so that they can understand and implement teaching theories, strategies, methods and techniques. Apart from that, this course will also give a clear picture of class management or control as well as enable trainee teachers to apply the characteristics of teachers effectively and efficiently.

References

- Amir Awang | (2003). Learning Theories. Kuala Lumpur: Fajar Bakti
- Cruickshank, DR, Jenkins, DB, & Metcalf, KK (2006). The Act of Teaching. New York: McGraw Hill
- Hamilton, R. & Ghotala, E. (2001). Learning and Instruction. New York: McGraw Hill
- Moore, KD (1999). Classroom Teaching Skills. New York: McGraw Hill
- Joyce, B. (1992). Model of Teaching. Massachusetts: Allyn and Bacon
- Sharifah Alwiyah Alsagoff. (1986). Educational Science: Pedagogy. Kuala Lumpur: Heinemann (M) Sdn B

TT00402 RESEARCH METHODS IN EDUCATION

This course introduces and exposes students to the basic concepts and components of IR4.0 in research related to teacher education. In addition, students will learn common research methods for the field of education such as action research methods, observations and experiments. Students will learn how to report quantitative and qualitative research through statistical analysis such as SPSS. Students will also conduct internships in terms of preparation of research proposals, data collection and data

analysis to prepare research reports through the PBE project approach.

References

- Shaughnessy, JJ, Zechmeister, EU, & Zechmeister, JS (2012). *Research Methods in Psychology* (9th ed.). New York: McGraw-Hill
- American Psychological Association. (2009). *Ethical principals in the conduct of research with human participants*. Washington
- Elmes, DG, Kantowitz, BH, & Roediger III, HL (2003). *Research methods in psychology* (7th ed.). California: Wadsworth / Thomson Learning.
- Goodwin, CJ (2014). *Research in psychology: Methods and design* (7th ed.). New Jersey: John. Wiley & Son, Inc.
- Kerlinger, FN, & Lee, HB (2000). *Foundation of behavioral research* (5th ed.). California: Wadsworth / Thomson Learning

TT00602 EDUCATION MANAGEMENT AND ADMINISTRATION

Management and administration of education is a very important area of responsibility for teachers and educators. An efficient and effective teacher or educator needs to master this course to help them understand their duties as managers, administrators and leaders in educational institutions or organizations. Therefore, through this course, prospective teachers are expected to be able to perform their duties effectively and efficiently, especially when facing problems, conflicts, decision making, and making changes in schools and the education sector. This course is also expected to help prospective teachers better understand the management and instructional leadership in addition to teaching duties, build their perspective on administration, management in current education as well as help students acquire knowledge and form the necessary attitudes in instructional management, administration and appropriate educational leadership with current time requirements.

References

1. Ab. Aziz Yusof (2004), *Leadership in Managing Change from the Human Dimension*, Prentice Hall Pearson Malaysia Sdn. Bhd.
2. Bush, T and Coleman, M. (2000). *Leadership and Strategic Management in Education*. (1st Ed.) London: Corwin Press.
3. Hoy WK and Miskel CG (2001) *Educational Administration: Theory, Research and Practice*. 6th edition. Mc Graw Hill. United States.
4. Judy Reinhartz and Don M. Beach (2004). *Educational Leadership: Changing Schools, Changing Roles*. Boston: Pearson Education, Inc.
5. Julia T Wood. (2004). *Communication: Theories in Action*. Canada: Wadsworth
6. Justine Mercer, Bernard Barker and Richard Bird. (2010). *Human Resource Management in Education*. London: Routledge.
7. Margaret Preedy, Nigel Bennett and Christine wise (2012). *Educational Leadership*. London: Sage Publications.
8. Peter, JR (2004). *Extraordinary Leadership: Creating Strategies for Change*. London: Kogan Page.
9. Rajnandini Pillai & Susan Stites-Doe (2003) (ed). *Teaching Leadership: Innovative Approaches for the 21st Century*, New York: Information Age Publishing.
10. Stephen Little and Tim Ray. (2005). *Managing Knowledge*. London: Sage Publications.
11. Yulk, GA (2002). *Leadership in Organizations*. (5th Ed.), New Jersey: Prentice Hall

TT00502 LEARNING ASSESSMENT

This course aims to provide knowledge and skills with respect to the use and interpretation of qualitative and quantitative data in educational assessment and evaluation. It enables students to acquire theoretical and skill frameworks for test planning, test item construction, test administration, test evaluation and item analysis. Topics discussed in the course include test concepts and definitions, assessment and evaluation, basic statistics in educational assessment, assessment in the cognitive, affective and psychomotor domains, test types, test planning and item construction, test validity and reliability, test administration, interpretation of test results, and skills in educational assessment.

References

- Pang, V. & Lajium, D. (2008). *Assessment in Education*. Kota Kinabalu: Universiti Malaysia Sabah Publishers.
- Pang, V. & Lajium, D. (2017). *Classroom Assessment*. Kota Kinabalu: Universiti Malaysia Sabah Publishers.
- Chan, J. & Pang, V. (2017). *Assessment and Evaluation in Higher Education Institutions in Malaysia*. Tanjung Malim: UPSI Publishers.
- Popham, WJ (2014). *Classroom assessment: What teachers need to know*. Bostan, MA: Pearson.
- Earl, LM (2013). *Assessment as learning: Using classroom assessment to maximize student learning*. Thousand Oaks, CA: Corwin Press.
- McMillan, JH (2013). *SAGE Handbook of research on classroom assessment*. Thousand Oaks, CA: Sage

TT00702 TEACHING AND LEARNING TECHNOLOGY

The purpose of this course is to reveal the use of teaching and learning methods using technology in all secondary school subjects in line with the development of Education 4.0. This allows all trainee teachers to understand and apply multimedia and Web 2.0 technologies in the classroom. Trainee teachers are required to understand and apply online learning portal development methods to enable the integration of various global information for daily use in each school subject. Online learning materials that empower the use of multimedia such as YouTube and various Web 2.0 technology networks will be developed by trainee teachers to maximize school student learning.

References

- Cheng, I., Safont, LV, Anup Basu & Goebel, R. (2010). *Multimedia in Education: Adaptive Learning and Testing*. Publisher: World Scientific.
- Hillman, D. (1997). *Multimedia Technology and Applications*. Stamford: Delmar.
- Hofstetter, FT (2001). *Multimedia Literacy*. McGraw-Hill.
- Leary, M., Hale, D. & Devigal, A. (1997). *Web Designer's Guide To Typography*. Hayden Books.
- Lewis, G. (2013). *Bringing Technology into the classroom*. Oxford University Press.
- McGloughlin, Stephen (2001). *Multimedia: Concepts and Practice*. Prentice Hall. ISBN 0-13-018830-1
- Newby, TJ & et. al. (2000). *Instructional Technology for Teaching and Learning: Designing Instruction, Integrating Computers and Using Media*. 2nd Edition. Prentice Hall, Inc. ISBN: 0-13-914052-2. Chap. 1, 2.
- O'Leary, TJ & O'Leary, LI (2000). *Basics of Computing*. McGraw-Hill.

Roblyer, MD & Doering, AH (2013). *Integrating Educational Technology in Teaching* (6th Edition). Publisher: Pearson, New York.

Schwier RA & Misanchuk ER (1993). *Interactive Multimedia Instruction*. Educational Technology Publications, Englewood Cliffs, New Jersey.

Shelly, GB, Cashman, TJ, Vermaat, ME & Walker, TJ (2010). *Discovering Computers 2010*. Complete Edition. International Thomson Publishing.

Steinmetz, R. & Nahrstedt, K. (1995). *Multimedia: Computing, Communications and Applications*. Prentice Hall.

TT30103 BACHELOR OF EDUCATION PROJECT (PSMP) I

This course provides an opportunity for students to apply the theories and research measures they have learned at university. They are required to write a proposal paper to conduct action research during teaching practice in school. The proposal paper consists of three chapters, namely Introduction, Literature Review and Methodology.

References

Neuman, WL (2014) *Social Research Methods: Qualitative and Quantitative Approaches* (7th Edition). Essex: Pearson Education.

Creswell, JW (2012) *Educational Research: Planning, Conducting and Evaluating Quantitative and Qualitative Research* (4th Edition). Boston: Pearson Education.

Norton, LS (2009) *Action Research in Teaching and Learning: A Practical Guide to Conducting Pedagogical Research in Universities*. Oxon: Routledge

Dawson, C. (2002) *Practical Research Methods: A User-friendly Guide to Mastering Research Techniques and Projects*. United Kingdom: How To Books.

Cohen, L., Manion, L., & Morrison, K. (2000) *Research Methods in Education* (5th Edition). London: Routledge Falmer.

TT40103 BACHELOR OF EDUCATION PROJECT (PSMP) II

This course allows students to do action research in the classroom according to their respective specializations to practice the methodology they have learned. In addition, students are also required to engage in field activities, data collection, analysis and data interpretation; discuss the findings of the study, summarize the results of the study and write the final report of the action research.

References

Neuman, WL (2014) *Social Research Methods: Qualitative and Quantitative Approaches* (7th Edition). Essex: Pearson Education.

Creswell, JW (2012) *Educational Research: Planning, Conducting and Evaluating Quantitative and Qualitative Research* (4th Edition). Boston: Pearson Education.

Norton, LS (2009) Action Research in Teaching and Learning: A Practical Guide to Conducting Pedagogical Research in Universities. Oxon: Routledge

Dawson, C. (2002) Practical Research Methods: A User-friendly Guide to Mastering Research Techniques and Projects. United Kingdom: How To Books.

Cohen, L., Manion, L., & Morrison, K. (2000) Research Methods in Education (5th Edition). London: Routledge Falmer.

TT01002 MALAYSIAN LANGUAGE SKILLS IN EDUCATION

The course aims to promote and strengthen mastery of Malay as the language of communication and is used in the context of formal educated people. Mastery of language skills includes listening, speaking, reading and writing skills as well as being able to criticize effectively, efficiently, stable and creatively in thinking, understanding and knowledgeable in situations and situations.

References

Abd Aziz Deraman (2002) Establishment of Malaya and Bangsa Malaysia, Kuala Lumpur: Dewan Bahasa dan Pustaka

Abdul Hamid Mahmood (2002) Mastering Malay College, Kuala Lumpur: Dewan Bahasa dan Pustaka

Hasan Ahmad (2002) Scan, Kuala Lumpur: Dewan Bahasa dan Pustaka

Juriah Long & Safiah Ahmad (1990) Bahasa Malaysia Methodology, Kuala Lumpur: Dewan Bahasa dan Pustaka

Nik Safiah Karim, Farid M Onn, Hashim Hj Musa & Abdul Hamid Mahmood (1996) Grammar of Dewan New Edition, Kuala Lumpur: Dewan Bahasa dan Pustaka

Nik Safiah Karim, Farid M Onn, Hashim Hj Musa & Abdul Hamid Mahmood (1987) Grammar of Dewan Volume 1: Verse, Kuala Lumpur: Dewan Bahasa dan Pustaka.

Pitsamai Intarachat (1987) Predicate Syntax in Bahasa Malaysia, Kuala Lumpur: Dewan Bahasa dan Pustaka.

Robert Lado (1980) Teaching Language A Scientific Approach, Kuala Lumpur: Dewan Bahasa dan Pustaka.

Abdullah Hassan (1987). 30 Years of Bahasa Malaysia Planning, Kuala Lumpur: Dewan Bahasa dan Pustaka.

Zulkifley Hamid (2000) Concept Language, Its Function and Mastery by Speakers, Kuala Lumpur: Dewan Bahasa dan Pustaka.

Nik Safiah Karim (2004) Malay decade Then, Kuala Lumpur: Dewan Bahasa dan Pustaka.

Abdullah Hassan (1980) Ajm Linguistics For Bahasa Malaysia Teachers, Petaling Jaya: Fajar Bakti.

Asmah Omar (Ed) (1989) Language Teaching Methods, Kuala Lumpur: Dewan Bahasa dan Pustaka.

Raminah Sabran & Rahim Syam (1985) Language Study For Teachers College Trainees, Petaling Jaya: Fajar Bakti.

Nik Safiah Karim (adj) (1988) Generative Linguistics Transformation of an implementation in Malay, Kuala Lumpur: Dewan Bahasa dan Pustaka.

Darwis Hararap (1991) Language Questions, Kuala Lumpur: Dewan Bahasa dan Pustaka.

Dewan Dictionary (2008) Dewan Dictionary, Kuala Lumpur: Dewan Bahasa dan Pustaka

TT01102 CO-CURRICULUM ADMINISTRATIVE MANAGEMENT

This course discusses the concept of organization, management and management of co-curricular programs and activities. Emphasis is given to models and skills in analyzing co-curricular programs in terms of planning, management, implementation, guidance, coordination, competition formats and systems as well as evaluation in co-curricular activities, namely sports and games, uniformed teams and associations in schools.

References

- Abd Alim Abd Rahim | (2004). Co-Curriculum Motion Management. Kuala Lumpur: Publisher Fajar Bakti Sdn. Bhd.
- Bucher, AC, & Krolee. (2005). Management of Physical Education and Sport. Illinois, Champaign: McGraw-Hill Co. Inc.
- Dzulkifli Ismail., Jamaliyah Ahmad., & Aris Fazil Ujang. (2007). Physical Education and Health Year 6 (KBSR). Kuala Lumpur: Dewan Bahasa & Pustaka.
- Helen Ten. (1992). Sports Competition Management and Management. Kuala Lumpur: Publisher Fajar Bakti Sdn. Bhd.
- Jaafar Muhamad. (2003). Fundamentals of Management (Third ed.). Shah Alam: Fajar Bakti
- Mohd Salleh Aman. (2005). Fundamentals of Sports Management. Kuala Lumpur: Uni Malaya Publisher.
- Mohd Sofian Omar Fauzee. (2000). Guide to Forming a Competition Format. Kuala Lumpur: Dewan Bahasa dan Pustaka.
- Mohd. Sofian bin Omar Fauzee. (2000). Guide to Forming Sports Competition Format. Kuala Lumpur: Dewan Bahasa dan Pustaka.
- Nelson, JM (1999). Self-defense: Step to success. Illinois: Leisure Press.
- Parkhouse. (2005). The Management of Sport. Illinois Champaign: McGraw-Hill Co. Inc.
- Wee Eng Hoe. (1996). Co-Curriculum Work Movement. Kuala Lumpur: Publisher Fajar Bakti Sdn. Bhd.

TT01402 EDUCATION FOR JUSTICE AND SOCIAL INTEGRATION

This course examines how education can help create a more just and equitable society, ultimately contributing to a high-performing education system. This course will explore various perspectives on social justice and examine efforts at the local, state, national and global levels. Students will focus on articulating efforts in the classroom and at school with a broader community initiative.

References

- Adams, M., Bell, LA, & Griffin, P. (2007). Teaching for diversity and social justice. Routledge: USA
- Gorski, PC & Pothini, SG (2018). Case Studies on Diversity and Social Justice Education. Routledge: USA
- Bartell, TG (2018). Toward Equity and Social Justice in Mathematics Education. Springer: USA.
- Sensoy, Ö. & DiAngelo, R. (2017). Is Everyone Really Equal? An Introduction to Key Concepts in Social Justice Education. Teachers College Press: USA.

TT01502 INTERNATIONAL AND COMPARATIVE EDUCATION

In this course we will study and criticize the role of education in national and global development using comparative studies. We will explore the methods, key concepts and current trends in comparative education and explore the various aspects of society that influence the education system, including, but not limited to, historical, economic, social, political, ethnic and religious strengths as they relate to education. Starting with an overview of cultural and social theories about the purpose, structure and outcomes of education, we will develop our analytical skills in examining our assumptions about international schooling and education. We will then begin to apply these theories, explore the practical application and expression of contemporary problems in international education, examine the extraordinary diversity in contemporary education systems that are subject to global political and economic power.

References

- Philips, D. & Schweisfurth, M. (2014). *Comparative and international education: An introduction to theory, method and practice*. Bloomsbury Academic: UK.
- Marshall, J. (2014). *Introduction to comparative and international education*. Sage: UK

TT01202 ETHNOGRAPHY IN EDUCATION

This course aims to introduce students to the theoretical aspects that will help students to define culture and learn theoretical perspectives in studying culture including interpretive, feminist, critical and post-modern. Learning culture and writing about it is highly dependent on ethnographic practical training. In this course, students will be exposed to the practical application of ethnographic methods including observation techniques and interviews, making field notes. Aspects of interpretive analysis will also be emphasized, namely thematic analysis, metaphor analysis and narrative analysis. At the end of the course, students will be encouraged to learn a new wave in cultural exploration that is expressing ethnography in the form of novels (including short stories, novels and documentaries). Finally, students will apply the skills learned by conducting an ethnographic study assignment.

References

- Dewan M. (2018) *Understanding Ethnography: An 'Exotic' Ethnographer's Perspective*. In: Mura P., Khoo -Lattimore C. (eds) *Asian Qualitative Research in Tourism. Perspectives on Asian Tourism*. Springer, Singapore).
- Balsiger, Philip; Lambelet, Alexandre (2014). "Participant observation". In Della Porta, Donatella (ed.). *Methodological practices in social movement research*. pp. 144–172.
- Barry, Lynda. "Lynda Barry: The answer is in the picture". YouTube. INKtalks. Retrieved 5 May 2015.
- Garson, G. David (2015). *Ethnographic Research*.
- Genzuk, Michael (1999). "Tapping Into Community Funds of Knowledge". *Effective Strategies for English Language Acquisition: A Curriculum Guide for the Development of Teachers, Grades Kindergarten through Eight*. Archived from the original on October 13, 2018.

Preece, J., Sharp, H., & Rogers, Y. (2015). *Interaction Design: Beyond Human-Computer Interaction* (4th edition). Wiley.

S. Ybema, D. Yanow, H. Wels, & F. Kamsteeg (2010). "Ethnography." In A. Mills, G. Durepos, & E. Wiebe (Eds.), *Encyclopedia of Case Study Research*. (pp. 348-352). Thousand Oaks, CA: SAGE Publications, Inc.

Schatz, Edward, ed. *Political Ethnography: What Immersion Contributes to the Study of Power*. University Of Chicago Press. 2009.

Vermeulen, Han F., 2008, *Early History of Ethnography and Ethnology in the German Enlightenment*, Leiden, p. 199.

Vermeulen, Hans (2008). *Early History of Ethnograph and Ethnolog in the German Enlightenment: Anthropological Discourse in Europe and Asia, 1710-1808*. Leiden: Privately published.

TT01302 ACTION RESEARCH IN EDUCATION

Action research is about performing actions based on research and reviewing the actions taken. Action research has been used in a variety of settings including schools, hospitals, health clinics, community agencies, government units, and other environments. Action research can be used to strengthen daily work practices, solve specific problems, and develop specific projects and programs. Action Research is based on the premise that local situations are vastly different and solutions to various problems are impossible to find without taking into account local situations. In the field of education, action research can be applied in areas such as curriculum development, teaching strategies, school reform, and so on. The goal of action research in education is to create an inquiry into teaching which questions self-practice as part of the work and culture of teaching teachers.

References

Education Planning and Policy Division. Ministry of Education Malaysia (2008). *Action Research Manual*. BPPDP, KPM

Choong, LK (2011). *Basics of Unstruck Action Research Bachelor's Degree with Honors*. Selangor, Kumpulan Budiman Sdn.Bhd.

Chow, FM (2011). *Action Research: Concepts and Practices in Teaching*. Selangor. Penerbitan Multimedia Sdn.Bhd.

Cohen, L., Manion, L., Morrison, K. (2007). *Research Methods in Education*, 6th edition. Routledge.

Sagor, R (2000). *Guiding School Improvement With Action Research*. Virginia: Assocoation For Supervision and Curriculum Development.

SCIENCE WITH EDUCATION PROGRAMME (HT16)

PT00103 PHILOSOPHY AND EDUCATION IN MALAYSIA

This course contains two main components: Philosophy and Education in Malaysia. Students will be introduced to the practical concepts of philosophical knowledge in teaching and learning, discussing the general philosophical flows, and post-modernism philosophy of education. This course also assesses the concepts and perspectives of truth in the epistemology conveyed through the formation of skills. The Education in Malaysia component will discuss the history and development of the country's education system; before and during colonial era, pre-independence, independence, and post-independence about the curriculum and school management.

Reference

- Barrow, R., & Woods, R. (1994). *An Introduction to Philosophy of Education*. 3rd edition London: Routledge.
- Bertrand Russell. (1993). *History of Eastern Philosophy*. Kuala Lumpur: Dewan Bahasa dan Pustaka.
- Cecile L., Andrew S., & Sarah T., (2011). *The philosophy Book*. London; Darling Kindersley Ltd.
- David A. Jacobsen. (2003). *Philosophy in Classroom Teaching*. 2nd edition. Ohio: Merrill Prentice Hall.
- Guttek, Gerald L., (2000). *Historical and Philosophical Foundations of Education*. New Jersey: Prentice Hall.
- Norman Melchert (2002). *The Great Conversation: A Historical Introduction to Philosophy*. 4th edition. Boston: McGraw Hill.
- Sufean Hussin (2004). *Pendidikan di Malaysia: Sejarah, Sistem dan Falsafah*. Kuala Lumpur: Dewan Bahasa dan Pustaka.

PT00303 PEDAGOGICAL THEORIES AND PRACTICES

This course elaborates the concept of pedagogy in terms of theories and practices particularly in teaching and learning processes to the teacher trainees so they will be able to understand and implement the theories, strategies, methods and techniques of teaching. Apart from that, this course will also give a clear picture of class management or control as well as enable the trainee teachers to apply the characteristics of an effective and efficient teacher.

References

- Amir Awang. (2003). *Teori-teori Pembelajaran*. Kuala Lumpur: Fajar Bakti.
- Cruickshank, D.R., Jenkins, D.B., & Metcalf, K.K. (2006). *The Act of Teaching*. New York: McGraw Hill.
- Hamilton, R. & Ghotala, E. (2001). *Learning and Instruction*. New York: McGraw Hill.
- Moore, K.D. (1999). *Classroom Teaching Skills*. New York: McGraw Hill.
- Joyce, B. (1992). *Model of Teaching*. Massachusetts: Allyn and Bacon.
- Sharifah Alwiyah Alsagoff. (1986). *Ilmu Pendidikan: Pedagogi*. Kuala Lumpur: Heinemann (M) Sdn Bhd.

PT00203 APPLICATION OF PSYCHOLOGY IN TEACHING

This course will give students knowledge on various ways to apply the concepts and principles of educational psychology in the classroom. This course will also explore theories and practices in the field of educational psychology with an emphasis on educational psychology in learning, developmental theories that specifically focus on cognitive, social, emotional, moral, and development and learning theories. This course also discovers motivation, intelligence, student diversity, counseling, effective teaching and classroom management.

References

- Anita Woolfolk (2014). *Educational Psychology*. Harlow: Pearson.
- Jeanne Ellis Ormrod (2014). *Educational psychology: developing learners*. Boston: Pearson Education.
- John W. Santrock (2010). *Educational psychology*. New York: McGraw-Hill.
- Soon Singh & Rathakeishnan, B (2020). *Aplikasi Psikologi Dalam Pengajaran dan Pemudahcaraan*. Kota Kinabalu: Penerbit Universiti Malaysia Sabah.

TT01003 BASIC EDUCATIONAL RESEARCH

Research methods are important for students to equip themselves with skills and knowledge in conducting a study. This course will provide knowledge to students to understand important issues in conducting research such as research problems, sampling, study design and research ethics. In addition, students can produce good research proposals.

References

- American Psychological Association. (2009). *Ethical principals in the conduct of research with human participants*. Washington.
- Elmes, D.G., Kantowitz, B.H., & Roediger III, H.L. (2003). *Research methods in psychology (7th ed.)*. California: Wadsworth/Thomson Learning.
- Goodwin, C.J. (2014). *Research in psychology: Methods and design (7th ed.)*. New Jersey: John. Wiley & Son, Inc.
- Kerlinger, F.N., & Lee, H.B. (2000). *Foundation of behavioral research (5th ed.)*. California: Wadsworth/Thomson Learning.
- Shaughnessy, J.J., Zechmeister, E.U., & Zechmeister, J.S. (2012). *Research Methods in Psychology (9th ed.)*. New York: McGraw-Hill.

PT00703 COMPUTER AND MULTIMEDIA IN EDUCATION

The aim of the course is to train students to utilise digital technology and innovation in the teaching and learning of school subjects in the Education 4.0 / IR 4.0 era. It is also for student teachers to understand and apply multimedia and Web 2.0 technologies in the classroom. Students are required to develop teaching and learning materials for online portal. The portal will consist multimedia materials integrating YouTube and various Web 2.0 technologies via the OBE learning process.

References

- Cheng, I., Safont, L. V., Anup Basu & Goebel, R. (2010). *Multimedia in Education: Adaptive Learning and Testing*. Publisher: World Scientific.
- Hillman, D. (1997). *Multimedia Technology and Applications*. Stamford: Delmar.
- Hofstetter, F.T. (2001). *Multimedia Literacy*. McGraw-Hill.
- Leary, M., Hale, D. & Devigal, A. (1997). *Web Designer's Guide to Typography*. Hayden Books.
- Lewis, G. (2013). *Bringing Technology into the classroom*. Oxford University Press.
- Maran Graphics Groups (2000). *FrontPage 2000 Simplified*. MaranGraphics Inc.
- McGloughlin, Stephen (2001). *Multimedia: Concepts and Practice*. Prentice Hall. ISBN 0-13-018830-1
- Newby, T.J. & et. al. (2000). *Instructional Technology for Teaching and Learning: Designing Instruction, Integrating Computers and Using Media*. 2nd Edition. Prentice Hall, Inc. ISBN: 0-13-914052-2. Chap. 1, 2.
- O'Leary, T.J. & O'Leary, L.I. (2000). *Asas Pengkomputeran*. McGraw-Hill.
- Roblyer, M. D. & Doering, A. H. (2013). *Integrating Educational Technology in Teaching (6th Edition)*. Publisher: Pearson, New York.
- Schwier R. A. & Misanchuk E. R. (1993). *Interactive Multimedia Instruction*. Educational Technology Publications, Englewood Cliffs, New Jersey.
- Shelly, G.B., Cashman, T.J., Vermaat, M.E. & Walker, T.J. (2010). *Discovering Computers 2010. Complete Edition*. International Thomson Publishing.
- Steinmetz, R. & Nahrstedt, K. (1995). *Multimedia: Computing, Communications and Applications*. Prentice Hall.

PT00503 EVALUATION IN EDUCATION

This course aims to provide the use and interpretation of qualitative and quantitative data in educational assessment and evaluation. It enables students to acquire theoretical framework and skills for test planning, test item construction, test administration, test scoring and item analysis. Topic discussed in the course include concepts and definitions of testing, assessment and evaluation, basic statistics in educational evaluation, evaluation in cognitive, affective and psychomotor domains, types of tests, test planning and item construction, validity and reliability of test, administration of test, interpretation of testing result, and skills in educational evaluation.

References

- Chan, J. & Pang, V. (2017). *Assessment and Evaluation in Higher Education Institutions in Malaysia*. Tanjung Malim: Penerbit UPSI.
- Cohen, R.J., Swerdlik, M. E., & Sturman, E.D. (2010). *Psychological testing and assessment: An introduction to test and measurement (8th ed.)*. New York: McGraw Hill International Edition.
- MacMillan, J.H. (2017). *Classroom Assessment: Principles and Practice that Enhance Student Learning and Motivation. (7th Edition)*. London" Pearson.
- Pang, V. & Lajium, D. (2008). *Penilaian Dalam Pendidikan*. Kota Kinabalu: Penerbit Universiti Malaysia Sabah.
- Pang, V. & Lajium, D. (2017). *Pentaksiran Dalam Bilik Darjah*. Kota Kinabalu: Penerbit Universiti Malaysia Sabah.

TT40103 BACHELOR OF EDUCATION PROJECT I

This course provides an opportunity for students to apply theories and research methods they have learned in university. They are required to write a proposal paper to conduct an action research during teaching practice in school. The proposal paper consists of three chapters, namely Introduction, Literature Review and Methodology.

References

- Cohen, L., Manion, L., & Morrison, K. (2000). *Research Methods in Education* (5th Edition). London: Routledge Falmer.
- Creswell, J.W. (2012). *Educational Research: Planning, Conducting and Evaluating Quantitative and Qualitative Research* (4th Edition). Boston: Pearson Education.
- Dawson, C. (2002). *Practical Research Methods: A User-friendly Guide to Mastering Research Techniques and Projects*. United Kingdom: How to Books.
- Neuman, W.L. (2014). *Social Research Methods: Qualitative and Quantitative Approaches* (7th Edition). Essex: Pearson Education.
- Norton, L. S. (2009). *Action Research in Teaching and Learning: A Practical Guide to Conducting Pedagogical Research in Universities*. Oxon: Routledge.

PT01303 EDUCATIONAL MANAGEMENT AND ADMINISTRATION

Education administration management are very important areas of the work for a teacher and educator. An effective and efficient teacher and educator need to understand this subject to enable them to better understand the works of manager, administer and leader in the education institution or organization. Thus, this will develop teachers and educators to carry out their duty effectively and efficiently especially when facing the problem, conflict, making decisions, and changes in school and education. Understanding this subject will help them contribute for better instructional management and leadership and administration apart from teaching duty. Therefore, exploring into the body of educational administration management would assist students to enlighten their perspectives towards nowadays administration, management in education. This course enables students to acquire the knowledge and attitudes needed for instructional management, administration and leadership in education regards to current needs.

References

- Ab. Aziz Yusof (2004), *Kepimpinan Dalam Mengurus Perubahan Dari Dimensi Kemanusiaan*, Prentice Hall Pearson Malaysia Sdn. Bhd.
- Bush, T and Coleman, M. (2000). *Leadership and Strategic Management in Education*. (1st Ed.) London: Corwin Press.
- Hoy W.K. dan Miskel C. G. (2001) *Educational Administration: Theory, Research and Practice*. 6th edition. Mc Graw Hill. United States.
- Judy Reinhartz and Don M. Beach (2004). *Educational Leadership: Changing Schools, Changing Roles*. Boston: Pearson Education, Inc.
- Julia T Wood. (2004). *Communication: Theories in Action*. Canada: Wadsworth.
- Justine Mercer, Bernard Barker and Richard Bird. (2010). *Human Resource Management in Education*. London: Routledge.

Magaret Preedy, Nigel Bennett and Christine wise (2012). Educational Leadership. London: Sage Publications.

Peter, J. R. (2004). Extraordinary Leadership: Creating Strategies for Change. London: Kogan Page.

Rajnandini Pillai & Susan Stites-Doe (2003) (ed). Teaching Leadership: Innovative Approaches for the 21st Century, New York: Information Age Publishing.

Stephen Little and Tim Ray. (2005). Managing Knowledge.London: Sage Publications.

Yulk, G.A. (2002). Leadership in Organizations. (5th Ed.), New Jersey: Prentice Hall.

TT40203 BACHELOR OF EDUCATION PROJECT II

This course allows students to conduct action research in the classroom according to their personal specifications to practice the methodology they have learned. Moreover, students are also required to engage in fieldwork, data collection, data analysis and data interpretation, discussing research findings, summarizing the results of the study, and writing a final report of the action research.

References

Cohen, L., Manion, L., & Morrison, K. (2000). Research Methods in Education (5th Edition). London: Routledge Falmer.

Creswell, J.W. (2012). Educational Research: Planning, Conducting and Evaluating Quantitative and Qualitative Research (4th Edition). Boston: Pearson Education.

Dawson, C. (2002). Practical Research Methods: A User-friendly Guide to Mastering Research Techniques and Projects. United Kingdom: How to Books.

Neuman, W.L. (2014). Social Research Methods: Qualitative and Quantitative Approaches (7th Edition). Essex: Pearson Education.

Norton, L. S. (2009). Action Research in Teaching and Learning: A Practical Guide to Conducting Pedagogical Research in Universities. Oxon: Routledge.

PT00803 EDUCATIONAL SOCIOLOGY

Sociology is a study about people as an individual and as a member of society. Education involved at least two parties which are teacher and student. Therefore, knowledge about Educational Sociology is very important because it will give preservice teachers a very broad view in education. They will be able to look at education from various aspects and able to solve problems in or outside the classroom and school. This course also will make them realize the roles of teachers and school particularly the role of teachers as agents of change and socialization agents, and how it would give a huge impact on the community as well as the country.

References

Ballantine, J.H. (2001). The Sociology of Education. Ed. ke-5. New Jersey: Prentice Hall.

Giddens, A. (1993). Sociology. Ed. ke-2. Cambridge: Blackwell Publishers.

Mohd Salleh Lebar. (1998). Pengenalan Ringkas Sosiologi Sekolah dan Pendidikan. Batu Caves, Selangor: Thinker's Library Sdn. Bhd.

Olive Banks. (1987). *Sosiologi Pendidikan*. Terj. Robiah Sidin & Zaiton Sidin. Hulu Kelang, Selangor: DBP.
Sufean Hussin. (1996). *Pendidikan di Malaysia; Sejarah, Sistem dan Falsafah*. Kuala Lumpur: DBP.

TM10103 BASIC CALCULUS

This course contains basic concepts of several topics such as introduction to logic theory which must be understood by students before taking more advanced subjects such as Advance Calculus. This course also covers basic mathematics in calculus which comprises topics such as: set, number, inequalities, complex number, relation, function, limits, continuity, differentiation and integration.

References

Ho Chong Mun & Yeo Kiam Beng. (2004). *Complex Number*. UMS. Sabah.
Peter Kuhfitting. (2006). *Technical Calculus with Analytic Geometry*. Thomson: Australia.
Rosen H.K. (2003). *Discrete Mathematics and Its Applications*. McGraw-Hill: New York.
Verberg D., Purcell E. J. & Rigdon S. E. (2007). *Calculus ninth edition*. Pearson. United State of America.

TM10503 ADVANCED CALCULUS

This course contains basic concepts of several topics which must be understood by students before taking more advanced subjects such as advanced calculus. This course covers basic mathematics in calculus which comprises topics such as: inequalities, relation and function, limits and continuity, differentiation and integration.

References

Ho Chong Mun & Yeo Kiam Beng. (2004). *Complex Number*. UMS. Sabah.
Peter Kuhfitting. (2006). *Technical Calculus with Analytic Geometry*. Thomson: Australia.
Rosen H.K. (2003). *Discrete Mathematics and Its Applications*. McGraw-Hill: New York.
Verberg D., Purcell E. J. & Rigdon S. E. (2007). *Calculus ninth edition*. Pearson. United State of America.

TM20103 ELEMENTARY STATISTICS

The course begins with methods for describing and summarizing single-variable (frequency) distributions followed by methods for describing relationships between two (or more) variables. The course then introduces probability theory as a background for understanding inferential statistics. Next, methods for drawing inferences from research samples to populations from which the samples were drawn are presented. Finally, the course covers basic statistical tests such as z-tests, t-tests, and analysis of variances. Topics include data collection and description, probability distributions for discrete and random variables, sampling

distributions, confidence intervals and hypothesis testing, correlation and regression, the analysis of variance, and contingency tables.

References

- Agresti, A. And Franklin, C. (2009). *Statistics: The Art and Science of Learning from Data*. New Jersey: Pearson Prentice-Hall.
- Bluman, A. (2008). *Elementary Statistics: A Step by Step Approach*, 6th Ed., New York: McGraw-Hill Education (Asia).
- Freud, J. and Perles, B. (2007). *Modern Elementary Statistics*, 12th Ed., New Jersey: Pearson Prentice-Hall.
- Goh Ooi Lip. (2000). *Business Statistics*. Kuala Lumpur: Penerbit Cambridge Sdn. Bhd.
- Norusis, M. (2008). *SPPS 16.0 Guide to Data Analysis*. New Jersey: Pearson Prentice-Hall..
- Weiss, N. A. (2008). *Elementary Statistics*, 7th Ed., New York: Pearson Addison-Wesley.

TM10203 GEOMETRY AND VECTORS

This course will explore and study the methods of traditional coordinate geometry as applied to lines, circles, conics in real 2-dimensional space and a brief extension to 3-dimensions. Other topics that will be covered in this course are permutations & combinations, logic, linear programming, vector algebra and analysis. Students will also be introduced to and become familiar with computer packages such as Google Sketchpad to aid in the visualization of curves defined algebraically.

References

- Goldstein, L.J., Lay, D.C., Schneider, D.I., and Asmar, N.H. (2010). *Calculus & Its Applications*. 12th Ed., New Jersey: Pearson.
- Johnsonbaugh, R. (2009). *Discrete Mathematics*. 7th Ed., New Jersey: Pearson Prentice Hall.
- Kelley, W.M. (2009). *The Humongous Book of Geometry Problems*. New York: Penguin Group.
- Smith, R.T. and Minto, R.B. (2009). *Calculus: Early Transcendental Functions*. 3rd Ed., New York: McGraw-Hill. Prentice Hall.
- Taha, H.A. (2007). *Operations Research: An Introduction*. 8th Ed., New Jersey: Pearson Prentice Hall.
- Winston, W.L. (2004). *Operations Research: Applications and Algorithms*. 4th Ed., California: Brooks/Cole Thomson Learning.

TK10502 SAFETY IN LABORATORY

This course is designed to increase students' basic laboratory skills, as well as awareness on chemical hazard, risk, safety and health in the laboratory. This course also introduces the importance of ISO/IEC 17025 and its requirements.

References

- Department of Occupational Safety and Health (2018). *Assessment of the Health Risks Arising from the Use of Chemicals Hazardous to Health at the Workplace*. 3rd Edition. Putrajaya:DOSH.
- Hester, R.E., Harrison, R.M. (2007). *Nanotechnology- Consequences for Human Health and theEnvironment*. Cambridge:RSC.
- Jabatan Keselamatan dan Kesihatan Pekerjaan (2008). *Garis Panduan bagi Pengenalpastian Hazard, Penaksiran Risiko dan Kawalan Risiko' (HIRARC)*. Putrajaya:DOSH.

National Research Council (2011). Prudent Practices in the Laboratory, Updated Version. Washington D.C.:National Academies Press.

Standards Malaysia (2018). General Requirements for the Competence of Testing and Calibration Laboratories. Second Revision. Cyberjaya:Standards Malaysia.

Standards Malaysia (2015). Quality Management System - Requirements. Second Revision. Cyberjaya:Standards Malaysia.

TK1001 CHEMISTRY PRACTICAL I

This laboratory course is to accompany TK10203 (Physical Chemistry I). It is based upon practical experiments dealing with most of the topics discussed in TK10203, including properties, thermodynamics and kinetics involved in a chemical reaction and electrochemistry, equilibrium, chemical equilibrium, dissolution and solution properties, chemical colloid and surface, quantum mechanics and spectroscopy, chemical thermodynamic, chemical kinetics and catalyst, and electrochemistry.

References

Atkins, P. and de Paula, J. (2010). Physical Chemistry. 9th ed. Oxford University Press, Oxford.

Levine, I. N. (2011). Physical Chemistry. 6th ed. McGraw-Hill Companies, Inc., Singapore.

Silberberg, M. S. (2015). Chemistry: The Molecular Nature and Change. 7th ed. McGraw-Hill Company, USA.

TB1003 BOTANY

The knowledge on the plant study is essential for Biology students which can be enriched through lectures and conducted experiments. Therefore, students are expected to understand and acquire concepts such as the biodiversity of the plant kingdom, plant morphology and their anatomy.

References

Campbell & Reece. (2012). Biology. 8th ed. Pearson Education, Inc.

Levetin, E.& McMahon, K. (2010). Plant and society. WCB Publisher.

Martin, G. J. (2011). Ethnobotany: a methods manual. London: Chapman & Hall.

Martin, G. J. (1999). Etnobotani. Diterjemahkan oleh M. Maryati. Natural History Publication.

Mauseth, J.D. (2010). Introductory Plant Biology. 5th ed. Jones and Bartlett Pub.Inc.

Moore, R., W. D. Clark, D. S. Vodopich. (2012). Botany. 10th edition. WCB McGraw-Hill.

Richards, P. W. (2010). The tropical rain forests. 8th edition. WCB McGraw-Hill.

Shaw, A. J. & Goffinet, B. (2000). Bryophyte biology. Cambridge University Press.

Stern, K. R. (2012). Introductory Plant Biology. 13th ed. McGraw-Hill Int. Pub.

Uno, G., Storey, R., Moore, R. (2015). Principles of Botany. McGraw-Hill Higher Education. New York.

Whitmore, T. C. (2010). An introduction to tropical rainforest. 10th edition. Oxford University Press.

TB10103 CELL AND STRUCTURE BIOLOGY

The course is concerned with a few levels of life such as the basic unit of life (the cell), tissue, organ and system for all organisms. It will start with cell biology, cell organization (structural and functional), prokaryotes and eukaryotes cells, the biology of membrane, cell metabolism and energy, and cell division and specialization. The second part of this course involves tissue, organ, and system in organism. It will start with the basics of tissues and its differentiation, morphological and functional. Then organs also will be studied with emphasis on its function and care, followed by the systems in plant and animal.

References

- Alberts, B., Bray, D., Hopkin, K., Johnson, A.D., Lewis, J., Raff, M., Roberts, K., and Walter, P. (2014) Essential Cell Biology, 4th Edition. Garland Publishing.
- Campbell, N.A. & Reece, J.B. (2005). Biology. 7th edition. Benjamin Cummings.
- Hardin, J. & Bertoni, G.P. (2017). Becker's World of the Cell (9th Edition) 9th Edition. Pearson
- Plopper, G. (2016) Principles of Cell Biology - With Access - 2nd edition. Jones & Bartlett Publishers.

TK10302 FUNDAMENTAL CHEMISTRY

The course is important to the students in term to provide knowledge on basic concepts of chemistry to those non-chemistry students. It is essential to strengthen their understanding of the science of chemistry and its applications. This course contains four main subdisciplines of chemistry: analytical, physical, organic and inorganic chemistry.

References

- Brown, T. L., Lemay, H. E., Bursten, B. E. & Burdge, J. R. (2018). Chemistry: The Central Science. 14th ed. Prentice Hall, Upper Saddle River, New Jersey.
- Martin Silberberg and Patricia Amateis. (2018) 8th Edition. Chemistry: The Molecular Nature and Change. Global Edition. McGraw-Hill Company, USA.
- Petrucci, R. H., Harwood, W. S. & Herring, F. G. (2017). General Chemistry: Principles and Modern Applications. 11th ed. Prentice Hall, Upper Saddle River, New Jersey.
- Raymond Chang and Jason Overby. (2019). Chemistry. 13th ed. McGraw-Hill Company, USA.
- Robinson, McMurry & Fay. (2019). Chemistry. 8th Edition. Pearson Prentice Hall.

TK10101 FUNDAMENTAL CHEMISTRY PRACTICAL

This course requires students to understand the basic theory of chemistry or identify the problems related to chemistry. Experiment is carried out to gather data or evidences related to the task given. Students are required to produce a report after each experiment stating their findings and solutions for the problem encountered.

References

- Atkins, P. and de Paula, J. (2010). Physical Chemistry. 9th ed. Oxford University Press, Oxford.
- Brady, J. E., Senese, F. A And Jespersen, N. D. (2009). Chemistry. John Wiley and Sons (Asia) Pte. Ltd.
- Engel, T., Drobny, G. and Reid, P. (2008). Physical Chemistry for the Life Sciences. Pearson Education, USA.
- Silberberg, M. S. (2006). Chemistry: The Molecular Nature and Change. 4th ed. McGrawHill Company, USA.

TB2003 GENETIC

Genetics is one of the key disciplines that play an important and indispensable role in modern biotechnology. As such, the learning of genetics is obligatory to all biotechnology undergraduates. This course presents the scientific basis of heredity. The principles of genetics play an increasingly important role in the modern world; in the breeding of improved crops and livestock, the conservation of endangered species and the genetic engineering of new products for agriculture or medicine.

References

- Brooker R.J. (2014). Genetics: Analysis and Principles. 5th Edition. McGraw Hill, New York, USA.
- Harwell, L.H. and Goldberg, M.L. (2014). Genetics: From Genes to Genomes. 5th Edition. McGraw- Hill Companies, Inc., USA.
- Klug, W.S., Cummings, M.R., Spencer, C.A. and Palladino, M.A. (2015). Essentials of Genetics. 9th Edition. Pearson Education, New Jersey.
- Pierce, B. A. (2013). Genetics: A Conceptual Approach. 5th Edition. Freeman Publishing CO., New York.
- Snustad, P.D., Simmons, M.J., Jenkins, J.B. (2012). Principles of Genetics. John Wiley & Sons, Inc., Canada.

TK20101 CHEMISTRY PRACTICAL II

This course will discuss advanced techniques used in laboratory preparation relating to higher concepts of Physical Chemistry and Physical Chemistry Practical I. Topics are covered as physical and chemical changes, electrochemical cells for metal analysis, enthalpy and entropy parameters used for determining the activation energy of a chemical reaction.

References

- Atkins, P. and de Paula, J. (2010). Physical Chemistry. 9th ed. Oxford University Press, Oxford.
- Atkins, P. and de Paula, J. (2011). Physical Chemistry for the Life Sciences. Oxford University Press, Oxford.
- Brady, J. E., Jespersen, N. D. & Hyslop, A. (2014). Chemistry. 7th Ed. John Wiley and Sons Pte. Ltd.

TK10402 ORGANIC CHEMISTRY I

This course is one of the four main subdisciplines of Chemistry. The course is important to the students in terms of understanding the concepts and principles of organic chemistry.

References

- Bruice, P. Y. (2017). *Organic Chemistry*; 8th ed.; Pearson Prentice Hall, NJ.
- Carey, F. A. & Giuliano, R. (2013). *Organic Chemistry*; 9th ed.; Mc-Graw Hill Companies, USA.
- Solomon, T. W. G.; Fryhle, C. B. (2013). *Organic Chemistry*; 11 th ed.; John Wiley & Sons, Inc., USA,
- Clayden, J.; Greeves, N.; Warren, S.; Wothers, P. (2012). *Organic Chemistry*; 2nd ed., Oxford University Press, Inc., New York.

TB20103 MICROBIOLOGY

This course is designed to provide basic knowledge in the study of microbiology and practical experience of basic techniques in microbiology. Microbial techniques are important in biotechnology fields because microorganisms are the basic model in understanding higher organism. They are the key to the biological revolution and model for genetic manipulation. Microbiology is also considered important in biotechnology fields because microorganisms are important in their effect on the health and well-being of all living creatures, including humans, and they are the key to the biological revolution in genetic engineering. In addition, they are vital to environmental science, food production, and the marine environment.

References

- Black J. G & Black L.J. (2015). *Microbiology: Principles and Explorations*, 9th Edition. Wiley
- Leboffe, M. & Pierce B. (2011). *A Photographic Atlas for the Microbiology Laboratory*. 4th edition. Morton Publishing Company.
- Madigan, M.T., Martinko, J., Bender, K. Buckley D and Stahl, D. (2015). (14th edition). *Brock-Biology of Microorganism*. Pearson.

TK10203 PHYSICAL CHEMISTRY I

This course aims to equip students with the appropriate knowledge and skills in physical chemistry. The ultimate goal of this course is to consolidate students' knowledge and skills in physical chemistry. The scope of this course encompasses: Matter, states of matter: gas, liquids and solids, reaction kinetics, chemistry equilibrium, ionic equilibrium, and thermochemistry.

References

- Engel, Thomas, & Reid, Philip. (2006). *Physical Chemistry*. San Francisco: Pearson Education Inc.
- Lim You Sie & Yip Kim Hong (2006). *Pre-U Text STPM Physical Chemistry*. Selangor Darul Ehsan: Pearson Malaysia Sdn. Bhd.
- Mortimer, R.G. (2008). *Physical Chemistry 3rd Edition*. San Diego: Elsevier Inc.
- Silbey, R.J., Alberty, R.A., & Bawendi, M.G. (2005). *Physical Chemistry 4th Edition*. Massachusetts: John Wiley & Sons Inc.

TF10103 PHYSIC MECHANIC

The course provides physics education students the basic ideas and knowledge of mechanics: Measurement; Kinematics; Dynamics; Work and Energy; Collisions; and Rotational Motion.

References

- Demtröder, W. (2017). *Mechanics and Thermodynamics*. Springer.
- Faufn & Serway (2007). *Serway's College Physics*, 8th Ed., Thomson.
- Giambattista & Richardson (2004). *College Physics*, 1st Ed., McGraw Hill.
- Halliday, F. & Resnick (2008). *Fundamentals of Physics*, 8th Ed., John Wiley& Sons, Inc.
- Radi, H. A. & Rasmussen, J. O. (2013). *Principle of Physics: For Scientists and Engineers*. Springer.

TT30103 SCIENCE TEACHING METHODS

The main aim of this course is to train and equip the teacher trainee with the various and latest science teaching approaches. The introduction of teaching approaches is adapted in relation to the Secondary School Standard Curriculum. Hence, teacher trainees are required to design a complete set of science lesson plan. The science lesson plan will be presented by trainees in forms of macro and micro teaching aimed at acquiring the teaching skills in science teaching.

References

- Aikenhead, G. (1992) The integration of STS into science education. *Theory into Practice*, 36(1), pp. 27-35.
- Carin, A. A. (1993) *Teaching Science Through Discovery*. New York: MacMillan.
- Carin, A. and Bass, J. (2001) *Teaching science as inquiry*. Ohio: Prentice Hall.
- Diana Ang Tiong Joo. (2006). *Teaching Biology*. Pearson Prentice Hall: Singapore.
- Noraini Idris & Shuki Osman. (2009). *Pengajaran dan Pembelajaran:Teori dan Praktis*. Kuala Lumpur:McGraw Hill (Malaysia) Sdn. Bhd.

TM30103 MATHEMATICS TEACHING METHODS

The main aim of this course is to train and equip the teacher trainee with the various and latest Mathematics teaching approaches. The introduction of teaching approaches is adapted in relation to the Secondary School Standard Curriculum. Hence, teacher trainees are required to design a complete set of mathematics lesson plan. The mathematics lesson plan will be presented by trainees in forms of macro and micro teaching aimed at acquiring the teaching skills in mathematics teaching.

References

- Brahier, D.J. (2012). *Teaching Secondary and Middle School Mathematics*. Ed. 4. New York: Pearson.
- Ernest, P. (2005). *Mathematics, Education and Philosophy: An International Perspective*. London: Falmer.

Littell, M. (1998). *Geometry: Explorations and Applications: Professional Handbook for Teachers*, McDougal Littell Inc.

Nik Aziz Nik Pa. (1999). *Pendekatan Konstruktivisme Radikal dalam Pendidikan Matematik*. Kuala Lumpur: Universiti Malaya.

Noor Shah Saad. (2002). *Teori dan Perkaedahan Pendidikan Matematik*. Siri I. Petaling Jaya: Prentice Hall.

Posamentier, A.S. & Stepelman, J. (2015). *Teaching Secondary Mathematics: Techniques and Enrichment Units*. 9th Ed. New York: Pearson.

Sutherland, R. (2007). *Teaching for Learning Mathematics*: Maidenhead, England: Open University Press.

TT30005 PRACTICUM I

This course provides early exposure to prospective teachers with the atmosphere in the school. They are required to identify and prepare charts of school, classroom, and association organization to appreciate management activities in schools. An understanding of management is demonstrated in managing a co-curriculum activity. Next, prospective teachers are exposed to the *PdPc* culture in the classroom. They need to observe teachers teaching and doing paired teaching before they teach individually. While teaching individually, they are monitored by supervising teachers and supervising lecturers to assist their *PdPc*. While doing *PdPc* activities trainee teachers are required to identify issues in *PdPc*.

References

Dombro, A. L. (2011). *Powerful Interaction*. II ed, Nat L Association for the Education of Young Children: USA.

Killen, R. (2015). *Effective Teaching Strategies*. Australia: Cengage Learning.

Kolb, L. (2017). *Learning First, Technology Second*. USA: International Society for Technology in Education.

McDonald, T. (2019) *Classroom Management Engaging Students in Learning*. Australia: Oxford University Press

Sharples, M. (2019) *Practical Pedagogy*. UK : Taylor & Francis Ltd.

TT40005 PRACTICUM II

This course provides further exposure to prospective teachers to better appreciate their presence in the school. Their "core business" this time is to apply *PdPc* in the classroom. They are required to develop innovative *PdPc* planning, integrate technology in planning and *PdPc*, constantly reflect to improve *PdPc*. In addition, prospective teachers also need to test the interventions they have provided to test their feasibility in improving *PdPc* to add value to the trainee teachers they are required to lead one CSR project in the school.

References

Berry, B. , Byrel, A. & Wieder, A. (2013). *Teacherpreneurs*. San Francisco: Jossey-Bass.

Bergmann, J. & Sams, A. (2011). *Flip your Classroom*. USA: International Society for Technology in Education.

Hamilton, B. (2015). *Integrating Technology in the Classroom*. USA: International society for Technology in Education.

Killen, R. (2015). *Effective Teaching Strategies*. Australia: Cengage Learning.

Manfra, M. (2019). *Action Research for Classroom, Schools and Communities*. SAGE Publications.

Sharples, M. (2019). Practical Pedagogy. UK: Taylor & Francis Ltd.

TM2003 HISTORY OF MATHEMATICS

An overview development in mathematics from the prehistoric era, civilization era of Greek, Babylon, Egypt, Hindu, China, Islam and Europe. Various disciplines and philosophy in mathematics will be studied with attention given on the historical aspect of every mathematical topic such as numeral systems, symbol, algebra, geometry, trigonometry, calculus, and statistics. Emphasis is also given on the famous mathematicians and their contributions.

References

- Abdul Latif Samian. (1992). Sejarah Matematik, DBP: Kuala Lumpur.
- Eves, Howard. (1983). An Introduction to the History of Mathematics, 6th ed. Saunders College Publishing, Philadelphia, U.S.A.
- Mat Rofa Ismail. (1995). Sejarah Aritmetik dan Aljabar Islam. Universiti Pertanian Malaysia.
- Pier, J.P. (1994). Development of Mathematics 1900-1950. Birkhauser, Boston.
- Shaharir Mohamad Zain. (1986). Matematik dan Tamadun Islam: Pembinaan Sistem Angka. Badr Kubra, Kuala Lumpur.

TM2023 DIFFERENTIAL EQUATIONS

A course in the standard types and solutions of linear and nonlinear ordinary differential equations, include Laplace transform techniques. Power series methods will be applied to ordinary linear differential equations. Systems of linear differential equations and numerical solutions of ordinary differential equations will be studied.

References

- Boyce, W.E. (2008). Elementary Differential Equations and Boundary Value Problems. Hoboken, New Jersey. John Wiley.
- Bronson, R. (2006). Schaum's Outline of Theory and Problems of Differential Equations. New York:McGraw-Hill
- Kohler, W. and Johnson, L. (2006). Elementary Differential Equations with Boundary Value Problems, 2nd Ed., Boston: Pearson Addison Wesley.
- Zill, D.G. (2005). A First Course in Differential Equations with Modeling Applications. 8th Ed., Boston: Thomson Brooks/Cole Publishing Co.

TM30203 LINEAR ALGEBRA

The course starts off from basic concepts on matrices, continues with systems of linear equations and their involvement with matrices, their inverses and determinants. Finally the discussion led to the idea of linear independence, thus paving the way to the next stage of development, which is the study of vector spaces in a subsequent course.

References

- Anton, H & Busby, R. (2003). Contemporary Linear Algebra, John Wiley & Sons, New York.
- Beauregard, F. (1995). Linear Algebra. Addison Wesley, US.
- C.M.Ho, K.H.Toh & A. Amran. (2007). Linear Algebra. Penerbit Universiti Malaysia Sabah, Kota Kinabalu.
- Lim Voon Ka. (1983). Algebra Linear Permulaan, DBP, Kuala Lumpur.
- Serge Lang. (1986). Introduction to Linear Algebra Second Edition, Springer-Verlag, New York.

TM30403 REAL ANALYSIS

This course covers some properties of rational numbers and the properties of real numbers which include the real field, the order properties, some properties of absolute value, principle of mathematical induction, inequalities, upper and lower bound, completeness axiom, cardinal numbers, finite, countable and uncountable sets, cardinal number and the algebraic properties of cardinal numbers, numerical sequences which include convergent, divergent, bounded, monotone sequences, Cauchy sequence, Cauchy's Criterion and series which include convergence or divergence of infinite series, some basic properties of series, the comparison test, the root test, the ratio test, the integral test, the Leibnitz test, converges absolutely and converges conditionally and the Raabe's test.

References

- Bartle, G.R and Sherbert, R.D. (1992). Introduction to Real Analysis 2nd Edition, John Wiley & Son, New York.
- Davidson, R.K and Donsig, P.A. (2002). Real Analysis with Real Applications. Prentice Hall, NJ.
- Ho, C.M, Amran, A and Rozaini, R. (2009). Lecture Notes on Real Analysis. School of Science & Technology, UMS, Sabah.
- Rudin, W. (1976). Principles of Mathematical Analysis, 3rd Edition. McGraw Hill, New York.
- Stoll, M. (2001). Introduction to Real Analysis 2nd Edition. Addison Wesley, New York.

TM30503 ADVANCED MATHEMATICS

This course extends the method of single-variable differential calculus to functions of two and more variables. This course contains basic calculus for functions of several variables with topics such as: limit and continuity, partial derivative, tangent planes, linear approximations, differentiability, chain rule and implicit differentiation, directional derivative and the gradient, extrema of function of several variables and Lagrange multiplier.

References

- Beerends R. J., Morsche H. G., Berg J. C. & Vrie E. M. (2003). Fourier and Laplace Transforms. New York.
- Fitzpatrick, P. (2006). Advanced Calculus. New York: PWS Publishing Co.
- Kaplan, W. (2003). Advance Calculus. New York : Addison-Wesley.
- Smith R.T, Minton R.B. (2007). Calculus. McGraw-Hill: New York.
- Verberg D., Purcell E. J. & Rigdon S. E. (2007). Calculus ninth edition. Pearson. United State of America.

TM30603 NUMERICAL COMPUTATION

This course will be discussing the various topics on numerical methods in solving mathematical problems. Some of the problems to be discussed will include non-linear equations, system of linear equations, interpolation, differentiation and integration, ordinary and partial differential equations with boundary-value problems.

References

- Bradie, B. (2006). *A Friendly Introduction to Numerical Analysis*. Prentice Hall : USA.
- Faires, J. D. and Burden, R. (2003). *Numerical Methods*. 3rd Ed. Thomson, Brooks/Cole : USA.
- Gerald C.F. and Wheatley P.O. (2004). *Applied Numerical Analysis*. (Int.Ed.) Pearson Addison Wesley.
- Kincaid D. & Cheney W. (2002). *Numerical Analysis: Mathematics of Scientific Computing*. Brooks/Cole.
- Matthews, J.H. and Fink, K.D. (2004). *Numerical Methods Using Matlab*. (Int.Ed.). Prentice Hall : USA.

TM30703 STATISTICAL METHODS

This course gives exposure on intermediate statistics methods using formulae and statistical package approach. It covers several statistical methods and its applications such as comparison means, regression analysis and categorical data analysis. Statistical package usage (SPSS) will be introduced in every statistical method discussed. Emphasize will be given on the correct technique usage and output interpretation.

References

- Ahmad Syukri Y., Amran A., Darmesah G & Chin Su Na. *Problems & Solutions in Statistics for Engineers & Scientists*. (2008). Petaling Jaya: Prentice Hall.
- Miller, I & Miller, M. (2004). *Mathematical Statistics with Applications Seventh Edition*. New Jersey: Prentice-Hall.
- Norusis, M. J. & SPSS Inc. (1994). *SPSS Advanced Statistics 6.1*. Chicago: SPSS Inc.
- Wackerly, D.D, Mendenhall, W & Scaffer, R.L. (2002). *Mathematical Statistics with Applications Sixth Edition*. Thomson.
- Walpole, R.E., Myers, R.H. & Myers, S.L. (1998). *Probability and Statistics for Engineers and Scientist*. 6th ed. New Jersey: Prentice Hall.

PT10103 INTRODUCTION TO PSYCHOLOGY

This course provides basic knowledge of individual and interpersonal relationship towards job identity development. Topics featured in this course included: introduction and perspective of psychology, personality development, social function and influence, emotion, motivation, psychological problems, perception and memory, learning and thinking, and measurement.

References

- Asmawati D., Getrude C., Mariny A.G., Siti Rozaina K., Noor Azniza I, Nabisah I., & Mohd Makzan M. (2015) *Pengantar Psikologi*. KL: SJ Learning.
- Coon, D., & Mitterer, J.O. (2010). *Introduction to Psychology* (12th ed.). Belmont, CA: Cengage.
- Feist, G.J., & Rosenberg, E.L. (2010). *Psychology: Making Connections*. New York: McGraw-Hill.
- Feldman, R.S. (2009). *Understanding Psychology* (9th ed.). New York: McGraw-Hill.
- Huffman, K., Vernoy, M., & Vernoy, J. (2009). *Psychology in Action* (7th ed.). Singapore: Wiley.
- Morris, V.G. & Maisto. A.A. (2008). *Understanding Psychology* (9th ed.). New Jersey: Prentice-Hall.
- Wade, C., & Tavis, C. (2008). *Psychology* (9th ed.). Upper Saddle River, NJ: Pearson.

TT01803 COMPUTATIONAL THINKING

This course is designed to give you an overview of computational thinking. Computational thinking (CT) is a problem solving process with the aid of a computer; i.e. formulating a problem and expressing its solution in such a way that a computer can effectively carry it out. It includes a number of characteristics, such as breaking a problem into small and repetitive ordered steps, logically ordering and analyzing data and creating solutions that can be effectively implemented as algorithms running on computers. In addition, the course will include topics related to computer programming.

References

- Beecher, K. (2017). Computational thinking: A beginner's guide to problem-solving and programming.

PT00903 MALAY LANGUAGE SKILLS IN EDUCATION

The course aims to strengthen Malay Language proficiency to master the language skills such as listening, speaking, reading, and writing. Mastery of these skills can improve communication skills formally, generate thoughtful ideas and make criticism effectively. Proficiency can produce the language that is sensitive to the needs of the organization and grammar of the Malay language, in accordance with the professional ethics established by the educational institution.

References

- Abd Aziz Deraman. (2002). Tanah Melayu dan Pembentukan Bangsa Malaysia, Kuala Lumpur: Dewan Bahasa dan Pustaka.
- Abdul Hamid Mahmood. (2002). Menguasai Bahasa Melayu Tinggi, Kuala Lumpur: Dewan Bahasa dan Pustaka.
- Abdullah Hassan. (1987). 30 Tahun Perancangan Bahasa Malaysia, Kuala Lumpur: Dewan Bahasa dan Pustaka.
- Abdullah Hassan. (1980). Linguistik Ajm Untuk Guru Bahasa Malaysia, Petaling Jaya: Fajar Bakti.
- Asmah Omar (Ed). (1989). Kaedah Pengajaran Bahasa, Kuala Lumpur: Dewan Bahasa dan Pustaka.
- Darwis Hararap. (1991). Persoalan Bahasa, Kuala Lumpur: Dewan Bahasa dan Pustaka.
- Hasan Ahmad. (2002). Imbasan, Kuala Lumpur: Dewan Bahasa dan Pustaka
- Juriah Long & Safiah Ahmad. (1990). Perkaedahan Bahasa Malaysia, Kuala Lumpur: Dewan Bahasa dan Pustaka.
- Kamus Dewan. (2008). Kamus Dewan, Kuala Lumpur: Dewan Bahasa dan Pustaka.

Nik Safiah Karim, Farid M Onn, Hashim Hj Musa & Abdul Hamid Mahmood. (1996). Tatabahasa Dewan Edisi Baharu, Kuala Lumpur: Dewan Bahasa dan Pustaka.

Nik Safiah Karim, Farid M Onn, Hashim Hj Musa & Abdul Hamid Mahmood. (1987). Tatabahasa Dewan Jilid 1: Ayat, Kuala Lumpur: Dewan Bahasa dan Pustaka.

Nik Safiah Karim. (2004). Bahasa Melayu Sedekad Lalu, Kuala Lumpur: Dewan Bahasa dan Pustaka.

Nik Safiah Karim (Peny). (1988). Linguistik Transformasi Generatif Suatu Penerapan pada Bahasa Melayu, Kuala Lumpur: Dewan Bahasa dan Pustaka.

Pitsamai Intarachat. (1987). Sintaksis Predikat Dalam Bahasa Malaysia, Kuala Lumpur: Dewan Bahasa dan Pustaka.

Raminah Sabran & Rahim Syam. (1985). Kajian Bahasa Untuk Pelatih Maktab Perguruan, Petaling Jaya: Fajar Bakti.

Robert Lado. (1980). Mengajar Bahasa Suatu Pendekatan Saintifik, Kuala Lumpur: Dewan Bahasa dan Pustaka.

Zulkifley Hamid. (2000). Bahasa Konsep, Fungsi dan Penguasaannya Oleh Penutur, Kuala Lumpur: Dewan Bahasa dan Pustaka.

TT01703 STATISTICAL SOFTWARE APPLICATION

The course is divided into three sections:

1. Introduction of the concept of statistics and data analysis.
2. Introduction and use of IBM SPSS Statistics program.
3. Analyzing descriptive and inferential data (t-test, one-way independent sample of ANOVA and pos hoc test, one way repeated measure of ANOVA, two-way independent sample of ANOVA, Pearson's correlation, regression, and nonparametric statistics analysis techniques) through IBM SPSS Statistics program.

References

Chua Bee Seok, Ferlis Bullare @ Bahari & Jasmine Adela Mutang (2016). SPSS: Prinsip dan analisis data dalam sains tingkah laku. Kota Kinabalu: Penerbit Universiti Malaysia Sabah.

Chua Bee Seok, Ferlis Bullare @ Bahari & Jasmine Adela Mutang (2019). Buku Kerja SPSS: Prinsip dan analisis data dalam sains tingkah laku. Kota Kinabalu: Penerbit Universiti Malaysia Sabah.

Coakes, S. J. (2013). SPSS: Analysis without anguish: Version 20 for windows. Milton Qld: John Wiley & Son Australia, Ltd.

Coakes, S. J., Steed, L., & Ong, C. (2010). SPSS: Analysis without anguish: Version 17.0 for windows. Milton Qld: John Wiley & Son Australia, Ltd.

Coakes, S. J., Steed, L., & Ong, C. (2009). SPSS: Analysis without anguish: Version 16.0 for windows. Milton Qld: John Wiley & Son Australia, Ltd.

Steele, C., Andrews, H., & Upton, D. (2012). Statistics in psychology. New York: Prentice Hall/Pearson.

TT01903 INTRODUCTION TO DATA SCIENCE

This course covers managing the data science process itself. The data scientist must have the ability to measure and track their own project. This course also applies many of the most powerful statistical and machine learning techniques used in data science projects. It also involves a series of explicitly worked exercises in using the programming language R to perform actual

data science work. Students will be preparing presentations for the various stakeholders: management, users, deployment team, and so on. Students must be able to explain the work in concrete terms to mixed audiences with words in their common usage, not in whatever technical definition is insisted on in a given field.

References

Agresti, Alan. (2012). *Categorical Data Analysis*, Third Edition. Wiley Publications.

Chang, Winston. (2013). *R Graphics Cookbook*. O'Reilly Media.

Gandrud, Christopher. (2014). *Reproducible Research with R and RStudio*. CRC Press.

Kabacoff, Robert. (2014). *R in Action*, Second Edition. Manning Publications.

Nina Zumel, John Mount, Jim Porzak. (2014). *Practical Data Science with R*. Manning Publications.

Provost, Foster and Tom Fawcett. (2013). *Data Science for Business*. O'Reilly Media.

TEACHING ENGLISH AS A SECOND LANGUAGE(HT06)

TE1003 THE PHONOLOGY OF ENGLISH

This course explains how English is pronounced in the accent normally chosen as the standard for people learning English spoken in England. This course presents this information in context of a general theory about speech sounds and how they are used in language. This is necessary for anyone who needs to understand the principles regulating the use of sounds in spoken English. Due to the confusing nature of English spelling it is particularly important to learn to think of English pronunciation in terms of phonemes rather than letters of the alphabet and transcribe them using the special symbols to represent them. The course then moves on to look at larger units of speech such as the syllable, and at aspects of speech such as stress and intonation. Students will then be exposed to skills needed to analyse and evaluate speech in English with greater understanding and depth and plan appropriate teaching and learning activities that can be carried out in the classroom.

References

- Carr, P. (2019). *English Phonetics and Phonology. An Introduction.* (3rd. ed.). Oxford: Wiley-Blackwell.
- Ladefoged, P. (2010). *A Course in Phonetics.* (6th ed.). New York: HarcourtBrace.
- McMahon, A. (2018). *An Introduction to English Phonology.* Edinburgh: Edinburgh University Press.
- Roach, P. (2013). *English Phonetics and Phonology. A Practical Course.* (4th. ed.). Cambridge: Cambridge University Press.
- Online source: BBC. <https://www.teachingenglish.org.uk/>

TE10103 LITERATURE AND LANGUAGE LEARNING

This course will enable student teachers to explore the creative aspect of language through literary works. The interplay between language and literature will provide an interesting and fun learning environment, whereby students will be given the opportunity to exhibit their understanding and appreciation of each literary genre either through creative writing or performance. This process serves as a springboard for them to improve their four basic language skills, which are reading, listening, writing and speaking.

References

- Barnet, S., Burto, W. & Cain, W. E. 2006. *An Introduction to Literature.* Fourteenth edition. New York: Pearson Longman.
- Duff, A. & Maley, A. 2011. *Literature.* Oxford: Oxford University Press
- Kennedy, X. J. & Gioia, D. 2005. *Literature.* Fourth compact edition. New York: Pearson Longman
- Showalter, E. 2009. *Teaching Literature.* Singapore: Blackwell Publishing

TE10203 SECOND LANGUAGE ACQUISITION

Second language acquisition, or SLA, is a theoretical and experimental field of study which, like first language acquisition studies, looks at the phenomenon of language development, in this case the acquisition of a second language. The term "second"

includes "foreign" and "third", "fourth" (etc.). Students will be exposed to different angles (i.e. biological, individual characteristics and the social environment perspectives) as to how an individual acquires or learns a second language. This exposure is vital for future English Language teachers as they will understand and be aware of the complex processes and mechanisms involved in second language learning, thus they will be able to empathize and scaffold their students language learning.

References

- Lightbown, P.M. & Spada, N. (2013). *How languages are learned* (4th Edition). Oxford: OUP.
- Ellis, R. (2015). *Understanding second language acquisition* (2nd Ed.). Oxford: OUP
- Jiang, N. (2018). *Second language processing : An introduction*. New York: Routledge
- Atkinson, D. (2011). [*Alternative approaches to second language acquisition*](#). New York: Taylor and Francis
- Meisel, J., M. (2011). *First and second language acquisition: Parallels and differences*. Cambridge: Cambridge University Press.

TE10303 TEACHING OF LISTENING AND SPEAKING

This course aims to build on the principles of communicative teaching with particular focus on oral language. The structure of spoken language is examined. The underlying theories of oral communication will be explored including communication theories, ritual and social events, schema theory, and speech acts. It will reinforce the concept of setting criteria for successful language learning. The teaching of listening and speaking is central to good language teaching since they are important for both classroom exposure and lifelong language needs. The topics covered include theoretical background to oral communication as well as the teaching methodology for listening and speaking.

References

- Brownell, J. 2017. *Listening – Attitudes, Principles, and Skills* (2nd ed.) Boston: Pearson
- Kneen, J. 2010. *Essential Skills: Essential Speaking and Listening Skills*. Oxford: OUP
- Locke, A. 2013. *Teaching Speaking and Listening: One Step at a Time* (Revised Edition). London: Bloomsbury
- Palmer, E. 2011. *Well Spoken: Teaching Speaking to All Students*. New York: Stenhouse Publishers
- Palmer, E. 2014. *Teaching the Core Skills of Listening and Speaking*. New York: Stenhouse Publishers
- Wolvin, A.D. 2010. *Listening and Human Communication in the Twenty First Century*. London: Blackwell Publishing Limited

TE10403 TEACHING READING SKILLS

This course will enable student teachers to understand the complex processes of reading, and of learning to read in a foreign language. Reading is an important skill in situations where exposure to a language may be limited. It is also a key academic skill. This course is structured into three parts. Part one presents the principles about reading, texts and teaching; part two looks more closely at some of the theoretical issues and how they affect reading teaching; and part three focuses on the importance of extensive reading, the choice of materials and the way courses and lessons are planned, taught and assessed.

References

- Grabe, W. and Stoller, F.L. 2019. *Teaching and Researching Reading*. London: Pearson Education Longman.
- Birch, B.M. and Fulop, S. 2020. *English L2 Reading: Getting to the Bottom*. New York: Routledge.
- Hedgcock, J.S. and Ferris, D.R. 2018. *Teaching readers of English: Students, texts, and contexts*. New York: Routledge.
- Bernhardt, E.B. 2011. *Understanding Advanced Second-Language Reading*. New York: Routledge.

Maarof, N. 2016. *Assessing Second Language Reading*. Singapore: Partridge Publishing.

TE10503 TEACHING WRITING SKILLS

In this course, students will learn about important issues impacting the teaching of writing and they will have the chance to evaluate, revise, and extend those issues toward building their own approach to teaching writing. They will cultivate their knowledge not only as a future teacher of writing, but also as a writer, thinker, and professional.

References

- Gallagher, Kelly. (2011). *Write Like This: Teaching Real-World Writing Through Modeling and Mentor Texts*. New York: Steinhouse.
- Kirby, Dawn & Darren Crovitz (2013). *Inside Out: Strategies for Teaching Writing*. 4th Edition. Portsmouth: Heinemann.
- Kittle, Penny. (2008). *Write Beside Them: Risk, Voice, and Clarity in High School Writing*. Portsmouth: Heinemann.
- Mack, Nancy. (2015). *Engaging Writers with Multi-genre Research Projects*. New York: Teachers College Press.
- Raimes, Ann.(1938). *Techniques in Teaching Writing*. New York: Oxford University Press.

TE10603 LITERATURE IN ENGLISH

This course will enable student teachers to explore the creative aspect of language through literary works. The interplay between language and literature will provide an interesting and fun learning environment, whereby students will be given the opportunity to exhibit their understanding and appreciation of each literary genre either through creative writing or performance. This process serves as a springboard for them to improve their four basic language skills, which are reading, listening, writing and speaking.

References

- Barnet, S., Burto, W. & Cain, W. E. (2006). *An Introduction to Literature*. Fourteenth edition. New York: Pearson Longman.
- Duff, A. and Maley, A. (2011). *Literature*. Oxford: Oxford University Press
- Kennedy, X. J. & Gioia, D. (2005). *Literature* (4th compact Edition). New York: Pearson Longman.
- Carter, R. and McRae, J. (2014). *Language, literature and the learner: Creative classroom practice*. London and New York: Routledge.

TE20003 APPROACHES TO LANGUAGE TEACHING

This course aims to introduce student-teachers to various English language teaching approaches. Among these approaches are the Grammar-Translation Method, the Direct Method, the Audio-Lingual Method and the Communicative Language Teaching including Content-based, Task-based and Participatory Approaches. Contentious issues relating to the use of students' mother tongue, error corrections, teacher control, accuracy and fluency are also covered. The pedagogical principles and practices underlying language teaching approaches are considered. In addition, using samples of teaching materials, students are to be actively and critically engaged in discussion examining the benefits and limitations of the approaches considered.

References

- Larsen-Freeman, D. (2011). *Techniques and principles in language teaching* (2nd Ed.). Oxford: OUP.

Richards, J.C. and Rodgers, T.S. (2014). *Approaches and techniques in language teaching* (3rd Ed.). Cambridge: CUP.
Curtis, A. (2017). *Methods and Methodologies for Language Teaching*. UK: Macmillan Education UK
Brown, H.D. (2014). *Principles of language learning and teaching* (6th Ed.). USA: Pearson Education.
Harmer, J. (2015). *The practice of English language teaching* (5th Ed.). England: Pearson Longman.

TE20103 INTRODUCTION TO SEMANTICS

Traditionally, semantics has been a highly academic and philosophical subject. Today, with the scientific approach to linguistics introduced by Noam Chomsky and his followers from the mid-20th century, semantics is no longer separated from the grammar. The relationship between meaning and grammar is now understood to the degree that knowledge of semantics is required to provide a holistic grasp of linguistics to the language teacher. This introductory course aims to make the necessary connections between meaning and grammar in English to support teachers of English in the classroom.

References

Cruse, A. (2015). *Meaning in Language: An introduction to semantics and pragmatics* (2nd Ed.). Oxford: OUP
Kroeger, P., R. (2018). *Analyzing meaning: An introduction to semantics and pragmatics*. Berlin: Language Science Press.
Saeed, J, I. (2016). *Semantics* (4th Ed.). West Sussex: WileyBlackwell.
Riemer N. (2010). *Introducing Semantics*. Cambridge: CUP
Jacobson, P. (2014). *Compositional semantics: An Introduction to the syntax/semantics interface*. Oxford: OUP

TE20203 INTRODUCTION TO MORPHOLOGY

This course is based on the Generative Grammar Theory which allows students to apply their creativity in generating words in a language within the stipulated rules. This course aims to provide students with exposure and practice in the study of word derivation and formation, and their related components. The activities designed for the course will create students' awareness of the importance of knowing word derivations and formations, to help them improve their vocabulary and language proficiency.

References

Carstairs-McCarthy, A. (2018). *An introduction to English morphology: Words and their structure* (2nd Ed.) Edinburgh: Edinburgh University Press Ltd.
Lieber, R. (2016). *Introducing morphology* (2nd Ed.). Cambridge: Cambridge University Press.
Booij, G. (2012). *The Grammar of words: An Introduction to linguistic morphology* (3rd Ed.) Oxford: Oxford Textbooks in Linguistics: Oxford.
Arnonoff, M. & Fudeman, K. (2011). *What is morphology* (2nd Ed.). West Sussex: Wiley-Blackwell.
Toker, A. (2012). *Introduction to English morphology*. Frankfurt: Peter Lang.

TE20303 MATERIALS DEVELOPMENT

The aim of this course is to demonstrate the close inter-relationship between input materials, teaching and learning. This course covers the preparation and evaluation of EFL/ESL instructional materials. The class will develop critical skills for analyzing materials in accordance with theories of how second languages are learned, while also considering practical classroom

issues and differences in the EFL/ESL environment. The course will utilize a practical hands-on approach to adapting current materials and developing new materials, including those, which target linguistic features in the context of meaningful learner interaction. The class will focus on materials for the different skills in current use in communicative models including (but not limited to) task-based approaches to teaching, issues in computer-assisted language learning, and content-based instruction. Current trend towards authentic materials will be a focal point in this course.

References

- Azarnoosh M., Zeraatpishe M., Faravani A., Kargozari H.R. (Eds.). (2016). *Issues in Materials Development. Critical New Literacies: The Praxis of English Language Teaching And Learning (PELT)*. Rotterdam: Sense Publishers.
- Ministry of Education Malaysia (2019). *English for Skills Development Stream Form 4*. Malaysia: Aras Mega (M) Sdn Bhd.
- Tomlinson, B. (Ed.). (2011). *Materials Development in Language Teaching*. Cambridge: Cambridge University Press.
- Tomlinson, B. (Ed.). (2014). *Developing Materials for Language Teaching*. New York: Continuum Publishing Corporation.
- Online source: BBC. <https://www.teachingenglish.org.uk/>

TE20403 ENGLISH SYNTAX AND THE STRUCTURE OF ENGLISH

This course is intended to give participants an overview of some of the ways of looking at syntax and provide a working understanding of English sentence structure at an introductory level. A large part of the course introduces a simple version of the most popular and best known approach to syntactic analysis, transformational syntax. Participants will look at word categories, phrase structure and the rules that govern sentence composition before looking at complement options, co-ordination, modifiers and transformations. These topics will be made clear by the use of tree diagrams. The course then leads briefly into functional grammar, a look at how language achieves different functional and communicational purposes according to the object and context of communication. Many of the same areas are revisited and contrasted between functional and formal grammar. A brief look is then taken into syntax from the semantic viewpoint, to prepare students for an approach to grammar that may become popular in the future. Finally, participants are invited to look at their own understanding of English grammatical structures, and some suggestions for treating grammar in the ESL classroom are proposed.

References

- Brown, K. and Miller, J. (2016). *A Critical Account of English Syntax: Grammar, Meaning, Text*. Edinburgh: Edinburgh University Press.
- Burton-Roberts, N. (2011). *Analysing Sentences: An Introduction to English Syntax*. London: Routledge.
- Freidin, R. (2020). *Adventures in English Syntax*. Cambridge: CUP.
- Lowe, J. J. , Mycock, L. and Dairymple, M. (2019). *The Oxford reference Guide to Lexical Functional Grammar*. Oxford: OUP.
- Radford, A. (2016). *Analysing English Sentences*. Cambridge: CUP.

TE20503 DISCOURSE ANALYSIS

This course aims to expose students to various approaches to analyzing different types of spoken and written discourse. Models of analysis are applied to monologues, dialogues, conversations and other written texts at various degrees of formality. Students are to examine the structure of spoken and written texts so as to enable them to establish linkages between theory and practice through the analysis of various types of discourse. Concepts explored in this course include cohesion, coherence, pragmatics,

register, conversational analysis and information structure. In addition, this course exposes students to the application of knowledge in discourse analysis in preparing teaching materials and planning classroom activities for learning a second language.

References

- Celce-Murcia, M. & Olsain, E. (2000). *Discourse and Context in Language Teaching: A Guide for Language Teachers*. CUP.
- Deborah Tannen, D, D, Hamilton. H. E., Deborah, S. (2015). *The Handbook of Discourse Analysis*. Massachusetts and Oxford: Blackwell Publishers.
- Walsh, S. (2011). *Exploring Classroom Discourse: Language in Action*. Routledge.
- Badger, R. (2018). *Teaching and learning the English language: A problem-solving approach*. London: Bloomsbury
- Gee, J. P. (2011). *How to do Discourse Analysis: A Toolkit*. New York and London: Routledge.

TE4003 COMPARATIVE LITERATURE

This course examines the state of comparative literature world-wide in the 1990s. In the past twenty years a range of new developments in critical theory have changed patterns of reading and approaches to literature: gender based criticism, deconstruction and orientalism have all had a profound impact on work in comparative literature. This course introduces some of those approaches through a series of case studies, and asks questions not only about the current state of comparative literature as a discipline, but also about its future. Since its beginnings in the nineteenth century, comparative literature has been closely associated with the emergence of national cultures, and its present expansion in many parts of the world indicate that this process is again underway, after a period of narrowly Eurocentric research in the field.

References

- Bassnett, S. (1993). *Comparative Literature. A Critical Introduction*. London: Blackwell.
- Gasperi, G.E. and Pivato, J. (Eds.). (2018). *Comparative Literature for the New Century*. Montreal: McGill-Queen's U.P.
- Grishakova, M., Boldrini, L. and Arnolds, M. (Eds.). (2013). *New Work in Comparative Literature in Europe*. Special Issue CLCWeb: *Comparative Literature and Culture* 15.7 (2013): <<https://docs.lib.purdue.edu/clcweb/vol15/iss7/>>.
- de Zepetnek, S.T. and Mukherjee, T. (Eds.). 2013. *Companion to Comparative Literature, World Literatures, and Comparative Cultural Studies*. New Delhi: Cambridge University Press India.
- Quayum, M. A. (2007). *One Sky, Many Horizons: Studies in Malaysian Literature in English*. Kuala Lumpur: Marshall Cavendish.

TE3003 SYLLABUS DESIGN

The objective of this course is to provide guidelines on the teaching of English as a second Language as students' specialisation area. An examination of current theories and strategies of TESL with special attention to problems in Malaysia. Basic skills in the teaching of the English language to Malaysia students will be explored. This course allows students to study the different approaches, methods and techniques and formulate interesting and effective language lessons. Students are encouraged to integrate the four language skills for effective communicative language teaching activities in the classroom. Student-centred approaches encompassing the self-paced, self-access and self-directed elements as emphasised under Smart school is promoted. Topics such as English Language curriculum/syllabus analysis, lesson planning, aim and objective of teaching, assessment and evaluation and School-Based/microteaching.

References

- Faravani, A., Zeraatpishe, M., Azarnoosh, M. and Kargozari, H. (2017). *Issues in Syllabus Design*. Netherlands: Brill Academic Publishers.
- Harrington, C. and Thomas, M. (2018). *Designing A Motivational Syllabus: Creating a Learning Path for Student Engagement*. The excellent Teacher series.
- Luke, A. , Woods, A. and Weir, K. (2013). *Curriculum, Syllabus Design and Equity* (1st Ed.). London: Routledge.
- Ur, P. (2012). *A Course in English Language teaching*. Cambridge: CUP.
- Vicars, M. (Ed.). (2015). *The Praxis of English Language Teaching and Learning (PELT): Beyond the Boundaries: Researching Critically in EFL Classrooms*. Netherlands: Brill Academic Publishers.

TE30103 THE SOCIAL CONTEXT OF LANGUAGE LEARNING

This course aims to provide students with foundation knowledge of language in society, variety of language, the use of language in various social contexts, and the factors influencing language use in society. Whenever possible, all these aspects will be discussed with reference to our multi-lingual and multicultural society. It is hoped that knowledge and awareness of these aspects will help our students to understand factors influencing their learners in learning a (new) language, to empathize with their learners and make effort to design their teaching to cater to the needs of these learners.

References

- Deutscher, G. (2011). *The Unfolding of Language*. London: Cornerstone.
- Deutscher, G. (2011). *Through the Language Glass*. London: Cornerstone
- Holmes, J. (2017). *Introduction to Sociolinguistics*. London: Taylor & Francis.
- Johnston, P. H. (2012). *Opening Minds: Using Language to Change Lives*. York: Stenhouse.
- Wardhaugh, R. and Fuller, J. M. (2014). *An introduction to Sociolinguistics*. New York: Wiley & Sons Inc.

TE30203 TESL METHODOLOGY I (TESL)

This course is a teaching practice component in teacher education programme. This training aims to provide the opportunity for the students to plan, implement, observe and evaluate teaching-learning practices using a variety of curriculum approaches. Emphasis is placed on the role and responsibilities of teachers to create flexible learning environments that are responsive to the social and cultural context.

References

- Bassot, B. (2016). *The Reflective Practice Guide: An Interdisciplinary Approach to Critical Reflection*. Abingdon: Routledge.
- Bolton, G., & Delderfield, R. (2018). *Reflective Practice*. London: Sage Publications Ltd.
- Denscombe, M. (2017). *The Good Research Guide*. (5th Ed). Maidenhead: Open University Press.
- Palaiologou, I. (2012). *Ethical Practice in Early Childhood*. London: Sage Publications Ltd.
- Lindon, J. & Trodd, L. (2016). *Reflective Practice and Early Years Professionalism*. London: Hodder Education.

TE30303 TESL METHODOLOGY II (LITERATURE)

This course prepares ESL undergraduates with the appropriate methodology to teach the literature component in the secondary school English language syllabus. In this course, they are exposed to the literary approaches as specified by the curriculum, guided in designing activities for literature lessons, selecting literary materials appropriate to learners' interest, needs, levels and context, transforming texts from one form into another and critiquing literary texts. In other words, these ESL undergraduates experience literature for themselves first, before translating their experience into their teaching of literature, later on.

References

- Duff, A. & Maley, A. (1991). *Literature: Resource Book for Teachers*. Oxford: Oxford University Press.
- Sunny Tan Siew Bek. (2001). *Reading and Analyzing Literary Texts: Selected Essays*. Petaling Jaya: Pearson Education Malaysia Sdn Bhd.
- Mohammad A. Quayum & Wicks, P. C. (Eds.). (2001). *Malaysian Literature in English: A Critical Reader*. Petaling Jaya: Pearson Education Malaysia Sdn Bhd.
- McAlpine, G., Warren, J. & Walling, D. R. (Eds.). (1997). *Reader-response Approaches to Teaching Literature*. Phi Delta Kappa Educational Foundation.
- Carter, R., Walker, R. & Brumfit, C. (Eds.). (1989). *Literature and the Learner: Methodological Approaches*. Modern English Publications in Association with The British Council.

TE30403 TESL METHODOLOGY III (ADVANCED)

The objective of this course is to provide a detailed school based teaching practice program for professional development designed to promote "student teacher growth" and such growth is viewed as student teacher professional growth through a learning process. It is designed to prepare student teachers for actual teaching practice. The course is designed as a stimulus to student teacher growth, where professional growth is seen as a form of learning. New perspectives on teacher change and teacher professional development have learning as their core with views of "teachers as learners" and "schools as learning communities". Each team (3 - 5 student teachers) was required to establish a Professional Learning Team for ELT. Teams were made up of all Final year student teachers and the lecturers. This course allows students to study the different approaches, methods and techniques and formulate interesting and effective language lessons. Students are encouraged to integrate the four language skills for effective communicative language teaching activities in the classroom. Student-centred approaches encompassing the self-paced, self-access and self-directed elements as emphasised under Smart school is promoted. Topics such as English Language curriculum/syllabus analysis, lesson planning, aim and objective of teaching, assessment and evaluation and School- Based/microteaching.

References

- Engelhardt, D. (2013). *Practice Makes Perfect Advanced English Reading and Comprehension*. Chicago: McGraw-Hill Education.
- Grant, B. K., & Ray, A. J. (2018). *Home, School, and Community Collaboration. Culturally Responsive FamilyEngagement*. (4th Edition). SAGE Publications.
- Krauss, J., & S. Boss. (2013). *Thinking Through Project-Based Learning: Guiding Deeper Inquiry*.
- Pieratt, J. (2019). *Keep It Real With PBL, Secondary: A Practical Guide for Planning Project-Based Learning*. 1st Edition. Corwin Teaching Essentials.

Richards, J. C., Rodgers, T. S. (2014). *Approaches and Methods in Language Teaching*. Cambridge Language Teaching Library. Cambridge: Cambridge University Press.

Thomas, S. Farrell, C. (2015). *Language Teacher Professional Development*. TESOL Publications. *and Function*. Baltimore and London: The Johns Hopkins University Press.

TE30503 LANGUAGE TESTING AND ASSESSMENT

This course introduces basic concepts in language testing, and emphasizes the distinction between teaching and testing. It aims to enable teachers to prepare in-school tests of various types for their learners, and to help them understand the relationship between teaching and assessment. The course introduces the basic concepts of language testing for teachers. Topics include: relationship between syllabus, learning and testing; different types of tests: diagnostic, achievement, proficiency; formative vs summative testing; norm-referenced testing and criterion-referenced testing; issues of reliability and validity; testing the four language skills and subskills; constructing tests; scoring of tests; interpreting test results; and alternative modes of evaluating learners without testing

References

Hughes, A. (2003). *Testing for Language Teachers*. (2nd Edition). Cambridge: Cambridge University Press.

Brown, H.D. and Abeywickrama, P. (2010). *Language Assessment: Principles and Classroom Practices*. (3rd Edition). New York: Pearson.

Weir, Cyril J. (1993). *Understanding & Developing Language Tests*. Hemel Hempstead: Prentice-Hall.

Carr, N. T. (2011). *Designing and Analyzing Language Tests*. Oxford: Oxford University Press.

Fulcher, G. & F. Davidson (2007). *Language Testing and Assessment*. Ox.: Routledge .

TE30603 ICT IN LANGUAGE TEACHING

This course is designed to introduce student-teachers to principles, theories and recent developments in computer assisted language learning. Students will learn to integrate these applications and tools for classroom teaching and learning.

References

Beatty, K. (2010). *Teaching and Researching Computer Assisted Language Learning*. (2nd Edition). New York: Pearson.

Grabe, M. & Grabe, C. (2007). *Integrating Technology for Meaningful Learning* (5th. Edition). New York: Houghton Mifflin Company.

Levy, M. (1997). *Computer Assisted Language Learning*. Oxford: Oxford University Press.

4. Stockwell, G. (2012) *Computer-Assisted Language Learning: Diversity in Research and Practice*. Cambridge University Press.

5. Rank, T., Millum, T. and Warren, C. (2011). *Teaching English Using ICT: A practical Guide for Secondary School Teachers*. London: Continuum International Publishing Group.

TE40203 LANGUAGE AWARENESS

This course has two main aims: to raise awareness of language use in a multi-lingual, multicultural context, and to improve students' own proficiency in written and spoken English. Modes and forms of language use will be studied by looking at different contexts of language use in education, and different historical and social contexts. However, the overall aim of this course is to

let the students' experience an approach to grammar that is different from the one they know from their own school days. It is not so much rule based and prescriptive but exploring and probing.

References

- Andrews, Stephen. (2007). *Teacher Language Awareness*. Cambridge: Cambridge University Press.
- Arndt, V., Harvey, P. and Nuttall, J. (2000). *Alive to Language: Perspectives on Language Awareness for English Language Teachers*. Cambridge: Cambridge Teacher Training and Development
- Garrett, P. and James, C. (Eds.) (1991). *Language Awareness in the Classroom*. Harlow, Essex: Longman.
- Eschholz, P., Rosa, A. and Clark, R. (2016). *Language Awareness: Readings for College Writers* (11th Ed.). Bedford/St. Martin's.
- Cenoz, J., Gorter, D. and May, S. (2017). *Language Awareness and Multilingualism*. (3rd Ed.). Switzerland: Springer.

TE40108 TEACHING PRACTICE

This course is the teaching practice component of this teacher education programme. It aims to provide the opportunity for students to plan, implement, observe and evaluate teaching-learning practices using a variety of teaching techniques and strategies. Emphasis is placed on the role and responsibilities of being an English teacher to create flexible and conducive learning environments which are responsive to the social and cultural contexts. To this end, students are to be placed in a designated school and required to teach full-time there. This teaching experience provides the opportunity to students to apply the theories and experiment their pedagogical skills learned during their study. In addition, they are also expected to be involved in co-curricular activities and other duties expected of a teacher.

References

- Bassot, B. (2016). *The Reflective Practice Guide: An Interdisciplinary Approach to Critical Reflection*. Abingdon: Routledge.
- Bolton, G., & Delderfield, R. (2018). *Reflective Practice*. London: Sage Publications Ltd.
- Denscombe, M. (2017). *The Good Research Guide*. (5th Ed). Maidenhead: Open University Press.
- Gee, J. P. (2015). A Situated Approach to Language Teaching. Retrieved from jamespaulgee.com.
- Ur, P. (2012). *A Course in English Language Teaching*. Cambridge: CUP.

TT01103 UNDERGRADUATE PROJECT 1

This course provides an opportunity for students to apply theories and research methods they have learned prior to the introduction of this course. They are required to write a proposal paper to conduct an action research during teaching practice in school. The proposal paper typically consists of three chapters, namely; Introduction, Literature Review and Methodology.

References

- Neuman, W.L. (2014). *Social Research Methods: Qualitative and Quantitative Approaches* (7th Edition). Essex: Pearson Education.
- Creswell, J.W. (2012) *Educational Research: Planning, Conducting and Evaluating Quantitative and Qualitative Research* (4th Edition). Boston: Pearson Education.
- Norton, L. S. (2009). *Action Research in Teaching and Learning: A Practical Guide to Conducting Pedagogical Research in Universities*. Oxon: Routledge

Dawson, C. (2002) *Practical Research Methods: A User-friendly Guide to Mastering Research Techniques and Projects*. United Kingdom: How To Books.

Cohen, L., Manion, L., and Morrison, K. (2000) *Research Methods in Education* (5th Edition). London: Routledge Falmer.

TT01103 UNDERGRADUATE PROJECT 11

This course allows students to conduct action research in their English language classrooms based on their approved proposals. In this course, students are given the opportunity to experience 'real' research as they execute what they have planned earlier in their proposals. In the process of completing the final report of the action research, students are required to engage in fieldwork collecting relevant data, organizing data, analyzing data, interpreting data, discussing research findings as well as summarizing the results of the study.

References

Neuman, W.L. (2014). *Social Research Methods: Qualitative and Quantitative Approaches* (7th Edition). Essex: Pearson Education.

Creswell, J.W. (2012). *Educational Research: Planning, Conducting and Evaluating Quantitative and Qualitative Research* (4th Edition). Boston: Pearson Education.

Norton, L. S. (2009). *Action Research in Teaching and Learning: A Practical Guide to Conducting Pedagogical Research in Universities*. Oxon: Routledge

Dawson, C. (2002). *Practical Research Methods: A User-friendly Guide to Mastering Research Techniques and Projects*. United Kingdom: How To Books.

Cohen, L., Manion, L., & Morrison, K. (2000). *Research Methods in Education* (5th Edition). London: Routledge Falmer.