COURSE SPECIFICATIONS (CS)

Ramadan 1438 H , June 2017

Institution:	College of Education.
Academic Department :	English Department
Programme:	English Language (B.Ed. Programme)
Course Title and Code :	**English Phonetics & Phonology (ENGL 312)**
Specification Approved Date :	9 /3/1440H, 10/11/2018

Course Specifications

Institution:Majmaah University	Date:
College/Department :College of Translation, Department of English	

A. Course Identification and General Information

1. Course title and code: English Phonetics & Phonology(ENGL 312)
2. Credit hours:3 credit hours
3. Program(s) in which the course is offered. (If general elective available in many programs indicate this rather than list programs) English Language
4. Name of faculty member responsible for the course **Dr. Abdelmagid Abdelrahman +Imran Khan**
5. Level/year at which this course is offered: 6th level
6. Pre-requisites for this course (if any): **ENGL 122 Practical Phonetics** **212 Listening and Speaking 2 ENGL**
7. Co-requisites for this course (if any): **(NA)**
8. Location if not on main campus: **(NA)**

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9 - Mode of Instruction (mark all that apply)			
A - Traditional classroom	√	What percentage?	**70 %**
B - Blended (traditional and online)	√	What percentage?	**10 %**
D - e-learning	√	What percentage?	**20 %**
E - Correspondence		What percentage?	……. %
F - Other		What percentage?	……. %

Comments:

B Objectives

What is the main purpose for this course?

By the end of the course, students are expected to:

1. Identify and describe the basics of English pronunciation and its sound system structure.
2. Pronounce English vowels, diphthongs and consonants correctly and intelligibly.
3. Define Phonetics (three major sub-fields of phonetics, with particular emphasis on articulation/ organs of speech).
4. Possess insights into English phonatactics vs. Arabic phonatactics- "how sequences of sound segments are arranged.
5. Define the basic terms of Phonology and introduce supra-segments terms.
6. Grasp the tenets of the English sound system and its key features, concepts, terms and functions.
7. Differentiate between: Segmental and Supra-segmental phonology, Phonetics and Phonology, Phoneme and Allophone, Tone and Intonation Languages, Syllable-timed and Stress-timed Languages, etc.
8. Understand and practice the key features of the supra-segmental features of English (syllable-stress-connected speech features, intonation).
9. Utter connected speech correctly (intonation/stress).
10. Improve their pronunciation of English supra-segmental features (e.g. stress & intonation).

2. Briefly describe any plans for developing and improving the course that are being implemented. (e.g. increased use of IT or web based reference material, changes in content as a result of new research in the field)

1. Incorporating with new trends in English phonetics, phonology and pronunciation
2. Course content and activities will be designed to improve the production and perception of the sounds of English language (individual sounds)
3. Effective use of E- learning strategies including online resources, increased use of IT or web-based reference material
4. Use Web-CT for uploading material
5. Consistently doing practice of English sounds in the lab

C. Course Description(Note: General description in the form used in Bulletin or handbook)

This course builds on the previous *ENGL 122 Practical Phonetics* course and includes the basic elements of English phonetics and phonology. Both Phonetics and Phonology study the human

speech sounds, but each one with different perspectives/interests (phonetics with physical, articulatory and acoustic orientation, whilst Phonology more concerned with the functions of the sounds in specific languages). The course and aims primarily at training students to both pronounce and understand English sounds effectively and intelligibly.

The main focus here will be on the descriptions, analyses and practices of segmental and supra-segmental features of English (vowels, consonants, diphthongs, syllable-Stress- intonation- connected speech: rhythm –assimilation- elision, along with a set of other phonological processes). Students will not be trained on RP (Received Pronunciation) solely, but will also be trained to understand a wide range of English accents (native/non-native) (including the New English accents).Besides, students are set to have a working knowledge of the detailed functions of intonation (attitudinal, accentual, grammatical and discourse functions), the distinction between tone and intonation languages, coupled with some remedial work on phonemic analysis and segmental features that have a role to play in intonation and other aspects of English supra-segmental features.

List of Topics	No. of Weeks	Contact Hours
Course Orientation Introducing key principles, ideas, terms, methods, etc., of both Phonetics and Phonology (explaining and discussing the differences between the two in terms of definition, concepts, terms, methods and interests).	1	3
Some remedial work on Phonetics (branches, speech production, place and manner of articulation ,voice (vocal cords) , phonemes vs. allophone, (*includes slight description of Organs of Speech, place and manner of articulation. Tongue parts, tongue height and lip position.) etc.* - Brief survey of segmental features of English.. (vowels/diphthongs/consonants) and their role in English pronunciation and English sound system. Students are expected to have done some basic work on English Segmental features in ENGL Practical Phonetics. - Complementary vs. Contrastive Distribution -Distinctive Features	2	6
General brief survey of English Supra-segmentals (Syllable, Stress, Connected Speech Features such as assimilation, rhythm and elision, etc., Intonation.)	1	3
English Syllable: Structure and Function - Detailing the English Syllable (structure and function) and comparing it with Arabic Syllable (this phonological comparison will be taken up further in *ENGL 422 Historical and Comparative Linguistics*). Stress Rules and Patterns	2	6

(simple and complex words stress) Midterm		
Intonation : Nature, Structure and Function.. Intonation vs. Tone languages, the four functions of intonation (Attitudinal, Accentual, Grammatical and Discoursal Functions).	2	6
Implications of Supra-segmental features on English pronunciation (improving students' pronunciation on the basis of the knowledge of these supra-segmentals.	1	3
Aspects of connected speech: Rhythm, Assimilation, Dissimilation, Elision, etc	2	6
More on Functions of Intonation in English	1	3
More on Word Stress and Sentence Stress More practice on English Intonation (esp. the five tones)	1	3
Overall Review+ final Exam	1	3
An Overall Review/Revision + Final Exam.	1	3

2. Course components (total contact hours and credits per semester):

		Lecture	Tutorial	Laboratory/ Studio	Practical	Other:	Total
Contact Hours	Planed	37				8	45
	Actual	39				3	42
Credit	Planed	45					45
	Actual	40					45

3. Additional private study/learning hours expected for students per week. 2 [   ]

4. Course Learning Outcomes in NQF Domains of Learning and Alignment with Assessment Methods and Teaching Strategy

On the table below are the five NQF Learning Domains, numbered in the left column.

First, insert the suitable and measurable course learning outcomes required in the appropriate learning domains (see suggestions below the table). **Second**, insert supporting teaching strategies that fit and align with the assessment methods and intended learning outcomes. **Third**, insert appropriate assessment methods that accurately measure and evaluate the learning outcome. Each course learning outcomes, assessment method, and teaching strategy ought to reasonably fit and flow together as an integrated learning and teaching process. (Courses are not required to include learning outcomes from

each domain.)

	NQF Learning Domains And Course Learning Outcomes	Course Teaching Strategies	Course Assessment Methods
1.0	**Knowledge**		
1.1	Identify and describe the basics of English pronunciation and its sound system structure	-listening to native and nonnative speakers -Drilling -Imitation -Speaking practice -brain storming -lecturing and classroom presentations	-Homework assignments. -Midterm and final exams. -response papers -project.
1.2	**Identify English consonants correctly, effectively and intelligibly.** (Pronounce English vowels, diphthongs and consonants correctly and intelligibly).	-lecturing and classroom presentations -listening to native speakers -Drilling -Imitation -Speaking practice -brain storming	-Homework assignments. -Midterm and final exams. response papers -project.
1.3	**Distinguish between:** -Phonetics and Phonology -Segmental and Supra-segmental phonology - Phoneme and Allophone, -Tone and Intonation Languages, -Syllable-timed and Stress-timed Languages, etc.	Mixed methods, lecturing, class discussion, individual and class tasks.	-Homework assignments. -Midterm and final exams. response papers -project.
1.4	Outline English stress rules and patterns.	-Mixed methods, lecturing, class discussion, individual and class tasks. -Listening to audio materials (along with YouTube vids)	-Homework assignments. -Midterm and final exams. response papers -project.
2.0	**Cognitive Skills**		

2.1	Analyze different connected speech features: assimilation, rhythm, elision, etc..	-Lecturing -Class work, -discussion Listening to audio materials (along with YouTube vids)	-Homework assignments. -Midterm and final exams. response papers -project.
2.2	Compare and contrast between some English pronunciation aspects and those of Arabic;	-Class work, -discussion - Listening to audio materials (along with YouTube vids).	-Homework assignments. -Midterm and final exams. -Quizzes response papers -project.
2.3	Ability to think critically and analytically using knowledge and experience gained from the study of Phonetics and Phonology.	-lectures -discussion, -speaking practice free/control	- Assignments. -graded presentations response papers -project.
2.4	Ability to understand current world events related to English phonology	Lecturing & Class Discussion	Post-class quiz Quizzes
3.0	**Interpersonal Skills & Responsibility**		
3.1	Students can complete assignments in due time. Improve speaking skills by using correct, intelligible and effective stress and intonation and other connected speech features such as stress-timed rhythm and assimilation.	-Class presentations, - Project or assignments0 -	Students can complete phonetic analysis assignments in due time;
3.2	Gaining problem-solving skills making use of the knowledge skills gained from studying English Phonetics and Phonology - Increase communication skills through understanding some new non-RP accents. .	Mixed methods, lecturing, class discussion, individual and class tasks (getting them to draw trees on the board.	A set of quizzes and response papers.
3.3	**Developing team work skills and other interdependent skills** (this can be achieved through the help of practicing 'accommodation' in speech and pronunciation while communicating with people from different accents).	Task-based teaching-focus group discussions.	Checking if tasks are completed successfully and in time. -project
3.4	Gaining time management skills making use of knowledge and skills obtained from studying English Phonetics and Phonology.	Lecturing & task-based teaching.	Setting deadlines for assignments and response papers.
4.0	**Communication, Information Technology, Numerical**		
4.1	**Using electronic/web-based materials relevant to**	Encourage	Allocate marks for

		students to use audio, video and web-based material;	the use of audio, video and web-based material in students' assignments and presentations response papers -project.
	English Phonetics and Phonology.		
4.2	Using multimedia in studying English Phonetics and Phonology (both for self-study and classroom study).	Encourage students to consult a computer lab specialist for assistance with web-based material;	Notify students about the scale(s) to be used in evaluating their assignments. -response papers -project.
5.0	Psychomotor		
5.1	Not applicable (NA)	Not applicable (NA).	Not applicable (NA)

5. Schedule of Assessment Tasks for Students During the Semester			
	Assessment task (i.e., essay, test, quizzes, group project, examination, speech, oral presentation, etc.)	Week Due	Proportion of Total Assessment
1	1st midterm	Middle of term	15 %
2	Participation	All along	5 %
3	Home assignments/Quizzes	All along	5 %
4	2nd midterm	Week 12	15 %
5	Final	Week 15	60 %
6	Total		100
7			
8			

D. Student Academic Counseling and Support

1. Arrangements for availability of faculty and teaching staff for individual student consultations and

academic advice. (include amount of time teaching staff are expected to be available each week)

4-5 hours office hours per week.

Students receive various kinds of counseling inside and outside classroom(formally and informally).

Particular counseling is given to help students do project work

E Learning Resources

1.List of Required Textbooks : • **English Phonetics and Phonology by Peter Roach, 2006, Cambridge: Cambridge** • **University Press.**
2. List of Essential References Materials : • **Internet based activities on phonology**
3. List of Recommended Textbooks and Reference Material : •   **Dictionaries** •   **Glossaries** •   **Concordances** •   **D2L portal**
4. List of Electronic Materials : • **www.sparknotes.com** • **www.endnotes.com**
5. Other learning material : • Abercrombie, David. (1967). Elements of general phonetics. Edinburgh: Edinburgh University Press. • Cruttenden, A.(1986). Intonation. Cambridge University Press • Crystal. D. (2003). A Dictionary of Linguistics and Phonetics,5thedn. Oxford: Blackwell. • Katamba, F. (1989). An Introduction to Phonology. London: Longman • Gimson, A.C. (1989). An Introduction to the Pronunciation of English(4theditin). USA: Edward Arnold. • Jones, D. ( ). An Outline of English Phonetics, 9thedn.,(first edn. 1918). Cambridge: Cambridge University Press. • Jones, D. (2001). English Pronouncing Dictionary, 3rdedn, Cambridge: Cambridge University Press. • O'Connor, J.D.(1980). Better English Pronunciation). Cambridge: Cambridge University Press.

F. Facilities Required

Indicate requirements for the course including size of classrooms and laboratories (i.e. number of seats in classrooms and laboratories, extent of computer access,etc.)
- **Computer Lab**
- **Classroom**
- **Projector with internet**

1. **Accommodation (Classrooms, laboratories, demonstration rooms/labs, etc.)**

   - Larger and more convenient classrooms.
   - Better equipped language labs.

2. **Technology resources (AV, data show, Smart Board, software, etc.)**

   - **Laptop computer**
   - **Multimedia projector system**
   - **Computer lab**

3. **Other resources (specify, e.g. if specific laboratory equipment is required, list requirements or attach list).**

   CDs/Flash memory materials

G   Course Evaluation and Improvement Processes

1 Strategies for Obtaining Student Feedback on Effectiveness of Teaching:

1. Midterm evaluation feed-back form to increase instructor's awareness of the weak and strong points of the class
2. End of term college evaluation of course by students (to be collected by the department)
3. End-of-term debriefing in class of students and teacher regarding what went well and what could have gone better
4. Small group instructional diagnosis (SGID) whereby instructors exchange classes and gather information from each other's students on specific points outlined by the department and the instructor being evaluated

2 Other Strategies for Evaluation of Teaching by the Program/Department Instructor :
- **Exchanged instructor (peer) visits encouraged by the department.**
- **Department seminars held fortnightly to discuss various teaching and linguistics issues arranged by the academic board of the department.**

- **An end-of-the-term course report required by the department Quality Unit**.

3 Processes for Improvement of Teaching :

- **Workshops and seminars (both inside and outside thedepartment).**
- **A set of strategies to ensure variability, up datedness and flexibility of materials.**

4 Processes for Verifying Standards of Student Achievement (e.g. check marking by an independent member teaching staff of a sample of student work, periodic exchange and remarking of tests or a sample of assignments with staff at another institution):

- **Adopting a regular system of marking peer checking**.
- **Having students' final exam sheets checked by and independent reviewer/marker.**
- **Holding regular workshops devoted partially or wholly to discussing testing criteria and problems.**
- **Students who believe they are under- graded may have their papers checked by a second reader/marker.**

5 Describe the planning arrangements for periodically reviewing course effectiveness and planning for improvement :

- **Regularly review syllabi and course descriptions for more improvement and up-datedness (taking some reputable institutions as benchmarks/touchstones).**
- **Holding regular meetings and workshops to discuss syllabus improvement.**
- **Checking course effectiveness via constantly seeking feedback from students and Graduates/alumni (esp. those who have been recruited as   school/college teachers).**

Name of Course Instructor: Imran Khan

Signature: …………………………. Date Specification Completed: 1 /3/1440H, 10/11/2018

Program Coordinator: Dr. Ayad Al Anezi
Signature: ………………………….. Date Received: 1 /3/1440H, 10/11/2018