



## Course Specifications

<b>Course Title:</b>	Phonetics & Phonology
<b>Course Code:</b>	ENG. 314
<b>Program:</b>	Bachelor of English
<b>Department:</b>	English
<b>College:</b>	Languages & Translation
<b>Institution:</b>	Najran University

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## A. Course Identification

<b>1. Credit hours:</b>
<b>2. Course type</b>
a. University <input type="checkbox"/> College <input type="checkbox"/> Department <input checked="" type="checkbox"/> Others <input type="checkbox"/>
b. Required <input checked="" type="checkbox"/> Elective <input type="checkbox"/>
<b>3. Level/year at which this course is offered: 5</b>
<b>4. Pre-requisites for this course (if any): Preferably ENG 214, Pronunciation of English</b>
<b>5. Co-requisites for this course (if any): None</b>

### 6. Mode of Instruction (mark all that apply)

No	Mode of Instruction	Contact Hours	Percentage
1	Traditional classroom		
2	Blended		
3	E-learning	100	100
4	Distance learning		
5	Other		

### 7. Contact Hours (based on academic semester)

No	Activity	Contact Hours
1	Lecture	75
2	Laboratory/Studio	
3	Tutorial	
4	Others (specify) Oral Practice + Assignments	25
	<b>Total</b>	<b>100</b>

## B. Course Objectives and Learning Outcomes

<p><b>1. Course Description</b></p> <p>The course aims to help students understand the sound classification, sound production, speech organs, syllable structure, supra-segmental features, and phonological rules of English language. Moreover, it enables students to distinguish between vowel sounds and diphthongs in English and Arabic while pronouncing English sounds and words. The students will also be able to identify the difference phonetics and phonology in terms of phonetic and phonological rules and analysis.</p>
<p><b>2. Course Main Objective</b></p> <p>Students should be able to:</p> <ol style="list-style-type: none"> <li>1. Recognize the production of speech sounds and speech organs</li> <li>2. Distinguish between consonant and vowel sounds</li> <li>3. Classify sounds using phonetic terminology</li> <li>4. Transcribe English words using IPA</li> <li>5. Correctly pronounce English words</li> <li>6. Understand the syllable structure and other supra-segmental features in English phonology</li> <li>7. Distinguish between phonetics and phonology</li> </ol>

### 3. Course Learning Outcomes

CLOs		Aligned PLOs
1	<b>Knowledge and Understanding</b>	
1.1	Identify phonetic and phonological rules of English language.	K1
1.2	Recognize the sound classification of English language.	K1
1.3	Distinguish between phonetics and phonology in English.	K1
1...		
2	<b>Skills :</b>	
2.1	Develop skills to pronounce English sounds and words correctly.	S3
2.2	Access the internet websites and relevant links to read about sound production, and watch the videos of how sounds are pronounced correctly in English.	S3
2.3	Train students to pronounce the English sounds, words, and sentences on the basis of the RP model.	S3
2...		
3	<b>Values:</b>	
3.1	Bear responsibility for self-study and self-improvement.	V1
3.2	Show self-confidence during the activities and tasks assigned to him.	V2
....		

### C. Course Content

No	List of Topics	Contact Hours
1	<b>A. Phonetics:</b> an introduction to sounds in English	3
2	What is phonetics? Branches of phonetics, Speech production, speech apparatus, speech organs, aspects of articulation in English	16
3	Classification of English sounds: vowels and consonants Classification of English consonants Consonants phonetic transcription Exercises on consonants phonetic transcription	16
4	English vowels, diphthongs, triphthongs Vowels phonetic transcription Exercises on vowels phonetic transcription	13
5	<b>B. Phonology:</b> an introduction What is phonology? The difference between English phonetics and phonology	9
6	The phoneme, allophone, phone Minimal pair Assimilation	13
7	English consonant clusters	9
8	Suprasegmental phonology: syllable, stress, intonation ...etc.	16
9	General Revision prior to final exam	3
...		
		100

## D. Teaching and Assessment

### 1. Alignment of Course Learning Outcomes with Teaching Strategies and Assessment Methods

Code	Course Learning Outcomes	Teaching Strategies	Assessment Methods
1.0	<b>Knowledge and Understanding</b>		
1.1	Identify phonetic and phonological rules of English language.	Lectures	One midterm exam
1.2	Recognize the sound classification of English language.	Class discussion	Final exam
1.3	Distinguish between phonetics and phonology in English.	Presentation	
2.0	<b>Skills</b>		
2.1	Develop one's skills to pronounce English sounds and words correctly.	Lectures	One midterm exam
2.2	Access the internet websites and relevant links to read about sound production, and watch the videos of how sounds are pronounced correctly in English.	Class discussion	Final exam
2.3	One must train himself to pronounce the English sounds, words, and sentences on the basis of the RP model.	Presentation	
3.0	<b>Values</b>		
3.1	Bear responsibility for self-study and self-improvement.	Self- learning	Oral Practice
3.2	Show self-confidence during the activities and tasks assigned to him.	Self- learning	Oral Practice
...			

### 2. Assessment Tasks for Students

#	Assessment task*	Week Due	Percentage of Total Assessment Score
1	Mid-term exam	7 <sup>th</sup>	35%
2	Assignments	11 <sup>th</sup>	15%
3	Final exam	16 <sup>th</sup> and 17 <sup>th</sup>	50%
4			
5			
6			
7			

\*Assessment task (i.e., written test, oral test, oral presentation, group project, essay, etc.)

## E. Student Academic Counseling and Support

**Arrangements for availability of faculty and teaching staff for individual student consultations and academic advice :**

**Teaching staff member is available 6 hours per week for student consultations (office hours, in addition to (4) hours for academic advising.**

Besides:

1. Students are divided according to their levels among faculty members for academic counseling and consultation.
2. Names of distinguished students are given to a particular faculty member for guidance and academic counseling.
3. Names of low-graded students are given to a particular faculty member for guidance and academic counseling.
4. Complaints and suggestion file is assigned to a particular committee faculty member for discussion and

problem solving.

5. Academic Advising icon is activated online through the University gate.

6. Daily Follow-up is conducted to ensure the availability of teaching staff member to offer consultations and academic advice for students.

7. Varied social media means are used to communicate with students (What's app., e-mails, etc., in addition to creating forums for students on the blackboard system.

## F. Learning Resources and Facilities

### 1. Learning Resources

<b>Required Textbooks</b>	- Roach, Peter (2007) <i>English Phonetics and Phonology</i> . Cambridge: Cambridge University Press. - Hassan, Zeki (2000). <i>English Phonetics and Phonology for Arab Students</i> . Amman: Al-Hamed Publishing House.
<b>Essential References Materials</b>	- Roach, Peter (2007) <i>English Phonetics and Phonology</i> . Cambridge: Cambridge University Press. - Hassan, Zeki (2000). <i>English Phonetics and Phonology for Arab Students</i> . Amman: Al-Hamed Publishing House.
<b>Electronic Materials</b>	<a href="http://www.uiowa.edu/~acadtech/phonetics/english/frameset.html">http://www.uiowa.edu/~acadtech/phonetics/english/frameset.html</a> <a href="http://www.ic.arizona.edu/~lsp/IPA/SSAE.html">http://www.ic.arizona.edu/~lsp/IPA/SSAE.html</a> <a href="http://www.antimoon.com/how/pronunc-soundsipa.htm">http://www.antimoon.com/how/pronunc-soundsipa.htm</a>
<b>Other Learning Materials</b>	

### 2. Facilities Required

Item	Resources
<b>Accommodation</b> (Classrooms, laboratories, demonstration rooms/labs, etc.)	Virtual Class
<b>Technology Resources</b> (AV, data show, Smart Board, software, etc.)	Software Programmes (Power point)
<b>Other Resources</b> (Specify, e.g. if specific laboratory equipment is required, list requirements or attach a list)	-----

## G. Course Quality Evaluation

Evaluation Areas/Issues	Evaluators	Evaluation Methods
Effectiveness of teaching and assessment	Students	Questionnaire
Extent of achievement of course learning outcomes	Program leaders	LOs - program measurement: EXCEL
Quality of learning resources	Peer review	Questionnaire

**Evaluation areas** (e.g., Effectiveness of teaching and assessment, Extent of achievement of course learning outcomes, Quality of learning resources, etc.)

**Evaluators** (Students, Faculty, Program Leaders, Peer Reviewer, Others (specify)

**Assessment Methods** (Direct, Indirect)

## H. Specification Approval Data

<b>Council / Committee</b>	Council of English Department	
<b>Reference No.</b>	1	
<b>Date</b>	24/12/1440	