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| Institution : | University College of Science and Humanities,Majmaah University | |
| Academic Department : | English Department | |
| Program : | B.A | |
| Course title and code: | Descriptive phonetics (ENG314). | |
| Specification Approved Date : | | 24/ 2 / 1438-39 H |

**Course Specifications**

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| **Institution:**Majmaah University | **Date:** 24/2/1439 |
| **College/Department :** College of Science and Humanities / English Language | |

**A. Course Identification and General Information**

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| 1. Course title and code: Descriptive Phonetics (ENG121) |
| 2. Credit hours( 3) |
| 3. Program(s) in which the course is offered. –BA  (If general elective available in many programs indicate this rather than list programs)English |
| 4. Name of faculty member responsible for the course: Dr.Ehsan Mohammed Abdelgadir |
| 5. Level/year at which this course is offered: 5 level/ 3rd year |
| 6. Pre-requisites for this course (if any):ENG 223(Introduction to Linguistics) +ENG(121 pronunciation) |
| 7. Co-requisites for this course (if any):NIL |
| 8. Location if not on main campus:(HotatSudair**)** |
| 9. Mode of Instruction (mark all that apply):  40  a. traditional classroom What percentage?  40  b. blended (traditional and online) What percentage?  c. e-learning What percentage?  d. correspondence What percentage?  20  f. other What percentage?  **Comments:** |

**B Objectives**

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| 1. What is the main purpose for this course?  The course aims to improve students’ pronunciation of English by:   * Introducing them to a detailed investigation of English phonetics and phonology; * Introducing them to the principles of describing English pronunciation, including segmental and supra-segmental s; * Introducing them to the techniques of improving one’s own pronunciation, especially stress, rhythm and intonation; * Enhancing their phonetic writing or transcription skills theoretically and practically. * Enabling them to use phonetic resources that are available in dictionaries and on the internet. ( Introducing them to the principles of describing the sound systems of other languages such as Arabic. * Introducing them to the principles of describing English pronunciation, using current phonological theories such as the phoneme theory, distinctive feature theory, metrical theory and optimality theory. ( esp. Stress & Intonation) |

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| 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)   * A language lab has to be established where the students be given practice to avoid the mother tongue influence. * Software has to be installed in the computers for the use of the students...   One Lab session to be given in a month |

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

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| Course Description:  Both Phonetics and Phonology study the human speech sounds, but each one with different perspectives/interests (phonetics with physical/articulatory/acoustic orientation, whilst Phonology with the functions of the sounds in specific languages). This course is the second in the series of three courses in the Department Syllabus that deal with the sounds (description, articulation, functions, combination, etc.). The first of the three (ENG 121) is a practical pronunciation course ( drawing on the English Pronunciation in Use, series), whilst the second (ENG 314) and the third (ENG 322) seek to introduce students to the theoretical description of both segmental and supra-segmental features of English. This course introduces students to the keynote concepts, theories and terms of Phonetics and Phonology. English segmental (vowels, diphthongs and consonants) will be introduced. In addition, supra-segmental such as the structure/function of the Syllable and Stress will also be surveyed. The investigation of the rest of the supra-segmental such as Intonation (structure and Function), connected speech (assimilation, Rhythm, Ellipsis), will be taken up by the third course in the series (ENG 322 Phonology). Furthermore |

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| **1. Topics to be Covered** | | |
| **List of Topics** | **No. of**  **Weeks** | **Contact hours** |
| An introduction about pronunciation + revision unit | 2 | 6 |
| Pronunciation definition. + The organs of Speech | 1 | 3 |
| Segmental - The Syllable theories and analysis | 2 | 6 |
| The Schwa sound and spellings | 1 | 3 |
| Phonemic transcriptions +CV analysis and examples | 1 | 3 |
| Assimilation theory examples | 2 | 6 |
| Intonation Arrows and numbers | 1 | 3 |
| Supra-segmental Stress | 3 | 9 |
| Elision | 1 | 3 |
| Revision Unit | 1 | 3 |

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| **2. Course components (total contact hours and credits per semester):** | | | | | | | |
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|  | | **Lecture** | **Tutorial** | **Laboratory/**  **Studio** | **Practical** | **Other:** | **Total** |
| **Contact**  **Hours** | **Planned** | **45** |  |  |  |  | **45** |
| **Actual** | **45** |  |  |  |  | **45** |
| **Credit** | **Planned** | **3** |  |  |  |  | **3** |
| **Actual** | **3** |  |  |  |  | **3** |

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| 3. Additional private study/learning hours expected for students per week.  3 |

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| 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.) | | | |
| **Code**  **#** | **NQF Learning Domains**  **And Course Learning Outcomes** | **Course Teaching**  **Strategies** | **Course Assessment**  **Methods** |
| **1.0** | **Knowledge** | | |
| **1.1** | Recall the IPA and compare with that of the Mother Tongue Language | Lecturing | Test |
| **1.2** | Differentiate the terms Phonetics & Phonology | Lecturing | Quiz |
| **1.3** | Practice the Phonetic Transcription for correct pronunciation | Lecturing | Worksheets on Transcription |
| **2.0** | **Cognitive Skills** | | |
| **2.1** | Apply the word Accentual rules properly | Audio aids | Audio quiz |
| **2.2** | Use the dictionary for correct pronunciation | Demonstrative learning | Worksheets |
| **3.0** | **Interpersonal Skills & Responsibility** | | |
| **3.1** | Communicate in English | dialogue, text, etc | Analysis and worksheets |
| **3.2** | Demonstrate proper Intonation to make listener understand | Collaborative Learning | Role Plays with proper dialogue delivery |
| **3.3** | Validate with illustrations |  |  |
| **3.4** | Communicate in English | dialogue, text, etc | Analysis and worksheets |
| **4.0** | **Communication, Information Technology, Numerical** | | |
| **4.1** | Cooperative Learning |  | Worksheets |
| **4.2** | Groups’ work |  |  |
| **5.0** | **Psychomotor** | | |
| **5.1** |  |  |  |
| **5.2** |  |  |  |

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| **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** | I Mid Exam | 8 | 20 |
| **2** | II Mid Exam | 12 | 20 |
| **3** | Work sheets on Phonetics and Phonology  Worksheets on Syllabication and Accentuation & Intonation | Throughout the course | 20 |
| **4** | Final Test | 15 | 40 |

**D. Student Academic Counseling and Support**

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| 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)  The teacher concerned is available to the students throughout week during office hours |

**E Learning Resources**

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| 1. List Required Textbooks  English Phonetics and Phonology”..by Peter Roach |
| 2. List Essential References Materials (Journals, Reports, etc.)   * Journal of International Phonetic Association * International Journal of American Linguistics |
| 3. List Electronic Materials, Web Sites, Facebook, Twitter, etc.  The Phonology of English as an International Language by Jennifer Jenkins |
| 4. Other learning material such as computer-based programs/CD, professional standards or regulations and software.  Pronounce It Correctly In English |

**F. Facilities Required**

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| 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.) |
| 1. Accommodation (Classrooms, laboratories, demonstration rooms/labs, etc.) |
| 2. Technology resources (AV, data show, Smart Board, software, etc.) |
| 3. Other resources (specify, e.g. if specific laboratory equipment is required, list requirements or attach list) |

**G Course Evaluation and Improvement Processes**

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| 1. Strategies for Obtaining Student Feedback on Effectiveness of Teaching  Role plays + group work |
| 2. Other Strategies for Evaluation of Teaching by the Instructor or by the Department  A hall to accommodate 33 students |
| 3. Processes for Improvement of Teaching  Computer lab with 30 workstations and software to be installed |
| * 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) 3. Other resources (specify, e.g. if specific laboratory equipment is required, list requirements or attach list) Language Laboratory: Computer Aided Multimedia English Language Lab (CAMELL) * Center for Communication Skills Lab (CS Lab) ( for Practice the subject knowledge) * A Public Address system * Four collar mikes * A Tape Recorder to record the voice of the student |
| 5. Describe the planning arrangements for periodically reviewing course effectiveness and planning for improvement.  Through Language Computer Activities |

**Name of Course Instructor:Dr.Ehsan Mohammed Abdelgadir**

**Signature: Dr.Ehsan Mohammed Abdelgadir. Date Specification Completed:27/2/1439**

**Program Coordinator: Dr.MuradAlshaboul.**

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**Signature: …………………………..**

**Signature: ………………………….. Date Received: ………………………………......**