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| Institution : | University College of Science and Humanities at  Hotat Sudair, Majmaah University | |
| Academic Department : | English Department | |
| Program : | English. | |
| Course title and code: | Phonology (ENG: 322). | |
| 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 at Hotat Sudair,English | |

**A. Course Identification and General Information**

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| 1. Course title and code: Phonology (ENG:322) |
| 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: 6th level |
| 6. Pre-requisites for this course (if any): ENG 223(Introduction to Linguistics) + ENG 121 Teaching English Language Pronunciation |
| 7. Co-requisites for this course (if any):NIL |
| 8. Location if not on main campus:Hotat Sudair |
| 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?  Students should learn to approach English pronunciation descriptively, as opposed to the earlier prescriptive approach, which they were used to in the course of pre-university English learning. In order to develop this kind of approach, i.e., to learn how to describe English pronunciation phenomena in a scientific way, through this course the student should develop the ability of selective listening and master the basic notions and terms of phonological and phonetic description. |

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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:  Students are taught the fundamental notions of contemporary phonetics and phonology. The course starts with a survey of the basic notions of articulatory phonetics, with special emphasis on the standard pronunciation varieties of British and American English (RP and GenAm respectively).This is followed by an oveview of suprasegmental phenomena in English. After this, the students are familiarized with the basic tenets of generative phonology, which are illustrated primarily with reference to English and Croatian examples. Students are taught to formulate the most important rules of lexical and post-lexical phonology of English. |

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| **1. Topics to be Covered** | | |
| **List of Topics** | **No. of**  **Weeks** | **Contact hours** |
| Introducing key principles, ideas, terms, methods, et., of both Phonetics and Phonology (explaining and discussing the differences between the two in terms of definition, concepts, terms, methods and interests | **1** | **3** |
| Brief survey of segmental features of English.. (consonant classifications as the basic) to study and compare between Fortis and Lenis Theory. (Minimal pairs) | **1** | **3** |
| Brief survey of segmental features of English. In addition to, their role in English sound system. Aspiration theory , the use of phone and allophones compared with phonemes  The difference between phonemic and phonetics’ transcriptions.  The difference between phone and phoneme . | **3** | **9** |
| 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 Supra-segmental in" ENG 314 English Pronunciation Practice". As an introduction to Homorganic and Heterorganic relations and Analysis. | **2** | **6** |
| Detailing the English Syllabic ( structure and function) and comparing it with Syllables (ENG 314) | **1** | **3** |
| Companion words ‘Stress Rules and Patterns and Linking | **1** | **3** |
| Intonation : Nature, Structure and Function.. Intonation vs. Tone languages, the four functions of intonation( Attitudinal, Accentual, Grammatical and Discourse Functions). More practice on English Intonation (esp. the 5 tones) | **3** | **9** |
| Juncture theory and examples .( Clarification of the confusion of speech ) | **2** | **6** |
| A Revision Unit + students presentations | **2** | **6** |

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

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

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| 4. Course Learning Outcomes in NQF Domains of Learning and Alignment with Assessment Methods and Teaching Strategy  Nil | | | |
| **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 |  |  |
| **4.0** | Chart presentations | | |
| **4.1** | **Communication, Information Technology, Numerical** |  | GDs |
| **4.2** | Cooperative Learning |  | Worksheets |
| **5.0** | Groups’ work | | |
| **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) |

**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.)  A hall to accommodate 33 students |
| 2. Technology resources (AV, data show, Smart Board, software, etc.)  Computer lab with 30 workstations and software to be installed |
| * 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 |

**G. Course Evaluation and Improvement Processes:**

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| 1. Strategies for Obtaining Student Feedback on Effectiveness of Teaching   * Feedback to be taken soon after the First monthly exam to know the difficulties of the students, so that the HOD can advise the teacher ...   ....Establish an Internal Quality Assurance Cell to train the teachers based on the feedback analysis...with a team of experienced teachers in the field |
| 2. Other Strategies for Evaluation of Teaching by the Instructor or by the Department  Other Strategies for Evaluation of Teaching by the Program/Department Instructor:  .Result Analysis of the first Mid Term Exams to concentrate on the weak students  **............................................................** |
| 3. Processes for Improvement of Teaching   * Establishing an Internal Quality Assurance Cell to train the trainers   Conduct the Workshops for the teachers on teaching strategies and to know the latest and new trends in teaching process |
| 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)   * Mid Exams Result Analysis * Students’ presentations * Worksheets   Test papers |
| 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:**

26/2/1439H

**Program Coordinator:** Dr.Murad Alshaboul.

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