



Course Specifications

Course Title:	English Phonetics and Phonology
Course Code:	ENGL 312
Program:	B. A English
Department:	English
College:	Science and Humanities in Rumah
Institution:	Majmaah University



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A. Course Identification

1. Credit hours:			
2. Course type			
a.	University <input checked="" type="checkbox"/>	College <input type="checkbox"/>	Department <input type="checkbox"/>
b.	Required <input checked="" type="checkbox"/>	Elective <input type="checkbox"/>	Others <input type="checkbox"/>
3. Level/year at which this course is offered: 6 th level			
4. Pre-requisites for this course (if any): ENGL 122 Practical Phonetics			
5. Co-requisites for this course (if any): NA			

6. Mode of Instruction (mark all that apply)

No	Mode of Instruction	Contact Hours	Percentage
1	Traditional classroom		%70
2	Blended		%10
3	E-learning		%20
4	Distance learning		
5	Other		

7. Contact Hours (based on academic semester)

No	Activity	Contact Hours
1	Lecture	45
2	Laboratory/Studio	
3	Tutorial	
4	Others (specify)	
	Total	45



B. Course Objectives and Learning Outcomes

1. Course Description :

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 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.

1. Course Main Objective:

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

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

3. Course Learning Outcomes

CLOs		Aligned-PLOs
1	Knowledge and Understanding	
1.1	Identify and describe the basics of English pronunciation and its sound system structure	Homework assignments. -Midterm and final exams. -response papers -project.
1.2	Identify English consonants correctly, effectively and intelligibly.	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.	Homework assignments. -Midterm and final exams. response papers -project.
1...		
2	Skills :	
2.1	Analyze different connected speech features: assimilation, rhythm, elision, etc..	Homework assignments. -Midterm and final exams. response papers -project.
2.2	Compare and contrast between some English pronunciation aspects and those of Arabic;	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.	Assignments. -graded presentations response papers -project.
2...		
3	Values:	

3. Course Learning Outcomes

CLOs		Aligned-PLOs
1	Knowledge and Understanding	
1.1	Identify and describe the basics of English pronunciation and its sound system structure	Homework assignments. -Midterm and final exams. -response papers -project.
1.2	Identify English consonants correctly, effectively and intelligibly.	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.	Homework assignments. -Midterm and final exams. response papers -project.
1...		
2	Skills :	
2.1	Analyze different connected speech features: assimilation, rhythm, elision, etc..	Homework assignments. -Midterm and final exams. response papers -project.
2.2	Compare and contrast between some English pronunciation aspects and those of Arabic;	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.	Assignments. -graded presentations response papers -project.
2...		
3	Values:	

CLOs		Aligned-PLOs
3.1	Gaining problem-solving skills making use of the knowledge skills gained from studying English Phonetics and Phonology	A set of quizzes and response papers.
3.2	Developing teamwork 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).	Checking if tasks are completed successfully and in time.
3.3	Gaining time management skills making use of knowledge and skills obtained from studying English Phonetics and Phonology.	Setting deadlines for assignments and response papers
3...		

C. Course Content

No	List of Topics	Contact Hours
1	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).	3
2	Some remedial work on Phonetics (branches, speech production, place and manner of articulation, voice (vocal cords) , phonemes vs. allophone, (<i>includes slight description of Organs of Speech, place and manner of articulation. Tongue parts, tongue height and lip position.</i>) 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	6
3	General brief survey of English Supra-segmental (Syllable, Stress, Connected Speech Features such as assimilation, rhythm and elision, etc., Intonation.)	3
4	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 <i>ENGL 422 Historical and Comparative Linguistics</i>). Stress Rules and Patterns (Simple and complex words stress) Midterm	6

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

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	Knowledge and Understanding		
1.1	Demonstrate knowledge of the basics of English pronunciation and its sound system structure	Lectures	Participation in class discussions
1.2	Ability to pronounce English vowels, diphthongs, and consonants correctly and intelligibly	Individual meetings with students.	Assignment
...			
2.0	Skills		
2.1	Analyze different connected speech features: assimilation, rhythm, elision, etc..	Lectures	Participation in class discussions
2.2	Ability to think critically and analytically using knowledge and experience gained from the study of Phonetics and Phonology	Self-Assessment, Peer Assessment	Mid-Term
...			
3.0	Values		
3.1	Time management skills making use of knowledge and skills obtained from studying English Phonetics and Phonology.	Class discussions	Active class participation reflects the students' ability to keep up with the reading Schedule.
3.2	Developing teamwork	Teacher's Demonstration	Instructor's assessment

Code	Course Learning Outcomes	Teaching Strategies	Assessment Methods
...			students

2. Assessment Tasks for Students

#	Assessment task*	Week Due	Percentage of Total Assessment Score
1	1 st Midterm	Middle of term	15 %
2	Participation	All along	5 %
3	Home assignments/Quizzes	All along	5 %
4	2 nd midterm	Week 12	15 %
5	Final	Week 15	60 %
6	Total		100
7			
8			

*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 :

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

F. Learning Resources and Facilities

1.Learning Resources

Required Textbooks	English Phonetics and Phonology by Peter Roach, 2006, Cambridge: Cambridge University Press.
Essential References Materials	Internet based activities on phonology
Electronic Materials	Dictionaries <ul style="list-style-type: none"> • Glossaries • Concordances • D2L portal
Other Learning Materials	

2. Facilities Required

Item	Resources
Accommodation (Classrooms, laboratories, demonstration rooms/labs, etc.)	<ul style="list-style-type: none"> Larger and more convenient classrooms. Better equipped language labs.
Technology Resources (AV, data show, Smart Board, software, etc.)	<ul style="list-style-type: none"> Laptop computer Multimedia projector system Computer lab
Other Resources (Specify, e.g. if specific laboratory equipment is required, list requirements or attach a list)	CDs/Flash memory materials

G. Course Quality Evaluation

Evaluation Areas/Issues	Evaluators	Evaluation Methods
Workshops to facilitate the exchange of experiences amongst faculty members	Teacher Faculty Staff	Interviews Presentation Exams
Regular meetings where problems are discussed, and solutions given	Teacher Administrator	Presentation
Discussion of challenges in the classroom with colleagues and supervisors	Peer observation	Class-observation
Encouragement of faculty members to attend professional development conferences	Teacher Administrator	Class-observation

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

Council / Committee	Department Council.
Reference No.	Department Council Meeting No.3
Date	7-2-1442 H

