



جامعة المجمعة  
Majmaah University

# Course Specifications



Institution:	Majma'ah University
Academic Department :	Department of English
Programme :	B.A in English
Course :	Eng 328 – <b>phonology</b>
Course Coordinator :	Mahmoud Fawares
Programme Coordinator :	Dr. Salah Alfarwan
Course Specification Approved Date :	.../ ... / ..... H <input type="checkbox"/>

### A. Course Identification and General Information

1 - Course title :	<b>English Phonetics and phonology</b>	Course Code: Eng 422
2. Credit hours :	(2) <input type="checkbox"/> <input type="checkbox"/>	
3 - Program(s) in which the course is offered:	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	
4 – Course Language :	<input type="checkbox"/>	
5 - Name of faculty member responsible for the course:	Mahmoud Fawares	
6 - Level/year at which this course is offered :	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	
7 - Pre-requisites for this course (if any) :	<b>Better English Pronunciation</b>	





8 - Co-requisites for this course (if any) :

- **None**

9 - Location if not on main campus :

(Ramah campus)

10 - Mode of Instruction (mark all that apply)

A - Traditional classroom

What percentage?

..... %

B - Blended (traditional and online)

What percentage?

**100 %**

D - e-learning

What percentage?

..... %

E - Correspondence

What percentage?

..... %

F - Other

What percentage?

..... %

Comments :

.....

## B Objectives

What is the main purpose for this course?

Students will be able to get a complete working knowledge of English phonetics and phonology and to communicate in better English pronunciation.

Briefly describe any plans for developing and improving the course that are being implemented:

1. Students are encouraged to consult the web to practice listening to models.





2. Students are encouraged to take parts and engage in the listening process.

## C. Course Description

### 1. Topics to be Covered

List of Topics	No. of Weeks	Contact Hours
Introduction	1	2
The syllable	1	2
Strong and weak syllable	1	2
Stress in simple words	1	2
Complex word stress	1	2
Compound words and stress	1	2
Weak forms	1	2
Problems in phonemic analysis	1	2
Rhythm and assimilation	1	2
Elision and linking	1	2
Intonation 1	1	2
Intonation 2	1	2
Revision	1	2

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



<input type="checkbox"/>	Lecture	Tutorial	Laboratory	Practical	Other:	Total
<b>Contact Hours</b>	26 <input type="checkbox"/>	<b>None</b>	<b>none</b>	<b>none</b>	<b>none</b>	26 <input type="checkbox"/>
<b>Credit</b>	.....2..... <input type="checkbox"/>	<b>None</b>	<b>none</b>	<b>none</b>	<b>none</b>	.....2..... <input type="checkbox"/>

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

<b>2 hours per week</b>
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**4. Course Learning Outcomes in NQF Domains of Learning and Alignment with Assessment Methods and Teaching Strategy**

	NQF Learning Domains And Course Learning Outcomes	Course Teaching Strategies	Course Assessment Methods
<b>1.0</b>	<b>Knowledge</b>		
<b>1.1</b>	- Presenting information in the context of general theory about speech sound and how they are used in English.	Lectures	Quizzes
<b>1.2</b>	- The students should have the confidence to speak.	Class discussion	Class exercises and writing assignments
<b>1.3</b>		.....	Mid terms





	NQF Learning Domains And Course Learning Outcomes	Course Teaching Strategies	Course Assessment Methods
1.4		.....	Final exam
<b>2.0</b>	<b>Cognitive Skills</b>		
2.1	- Recognize the general theory of speech sounds	Lectures	Class participation
2.2	- Understanding the principles of using sounds in spoken English..	Presentation	Home assignments
2.3	.....	Individual meetings	Midterms
2.4	.....	.....	Final exam
2.5	.....	.....	
2.6	.....	.....	.....
<b>3.0</b>	<b>Interactional Skills &amp; Responsibility</b>		
3.1	-Students should be able to communicate effectively	. Lectures	class participation
3.2	.....	.....	Midterm exam
3.3	.....	.....	Final exams
3.4	.....	.....	Individual supervision hours
3.5	.....	.....	.....
3.6	.....	.....	.....
<b>4.0</b>	<b>Communication, Information Technology, Numerical</b>		
4.1			





	NQF Learning Domains And Course Learning Outcomes	Course Teaching Strategies	Course Assessment Methods
4.2	.....	.....	.....
4.3	.....	.....	.....
4.4	.....	.....	.....
4.5	.....	.....	.....
4.6	.....	.....	.....
<b>5.0</b>	<b>Psychomotor</b>		
5.1	- Writing the phonetic transcription.	Conversations	Class discussion
5.2	.....	.....	.....
5.3	.....	.....	.....
5.4	.....	.....	.....
5.5	.....	.....	.....
5.6	.....	.....	.....

**5. Schedule of Assessment Tasks for Students During the Semester:**

	Assessment task	Week Due	Proportion of Total Assessment
1	1st midterm	Week9	20%





2	Class exercises, assignments and project	All a long	20%
3	Quizzes	Week 6	10%
4	Participation and attendance	All along	10%
5	Final exam	End of the semester	40%
6			
7			
8	.....	.....	.....





## D. Student Academic Counseling and Support

Reachable via email or personal attendance.

## E. Learning Resources

**1. List Required Textbooks :** Peter Roach(2009). English Phonetics and Phonology .Cambridge University Press, UK.

**2. List Essential References Materials :**

- .....

**4. List Recommended Textbooks and Reference Material :**

- .....

**4. List Electronic Materials :**

- .....
- .....

**5. Other learning material :**

- .....
- .....
- .....



## F. Facilities Required

### 1. Accommodation

- .....
- .....
- .....

### 2. Computing resources

- .....
- .....
- .....

### 3. Other resources

- .....
- .....
- .....

## G Course Evaluation and Improvement Processes

### 1 Strategies for Obtaining Student Feedback on Effectiveness of Teaching:

- Midterm evaluation feed-back form to increase instructor's awareness of the weak and strong points of the class
- End of term college evaluation of course by students ( to be collected by the department)
- End-of-term debriefing in class of students and teacher regarding what went well and what could have gone better.





## 2 Other Strategies for Evaluation of Teaching by the Program/Department Instructor :

- Peer observation to benefit from colleagues' objective feedback and suggestions for improvement.

## 3 Processes for Improvement of Teaching :

- Training sessions
- Workshops to facilitate the exchange of experiences amongst faculty members
- Regular meetings where problems are discussed and solutions given
- Discussion of challenges in the classroom with colleagues and supervisors
- Encouragement of faculty members to attend professional development conferences.
- Keep up to date with pedagogical theory and practice
- Set goals for achieving excellence in teaching at the beginning of each new semester after reviewing last semester's teaching strategies and results

## 4. Processes for Verifying Standards of Student Achievement

- Check marking of a sample of examination papers either by a resident or visiting faculty member
- Students who believe they are under graded can have their papers checked by a second reader.

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

- . Compare syllabus and course description with other universities (including those on the net)
- 2. Bi-annual meetings of faculty members to discuss improvement

**Course Specification Approved**

**Department Official Meeting No ( ..... ) Date ... / ... / ..... H**





**Course's Coordinator**

**Department Head**

**Name :**  Mahmoud Fawares

**Name :**  Dr. Salah Alfarwan

**Signature :**  .....

**Signature :**  .....

**Date :**  .../.../..... H

**Date :**  .../.../..... H

