



# Course Specifications

<b>Course Title:</b>	Practical Phonetics
<b>Course Code:</b>	ENGL 122
<b>Program:</b>	B. A. in English Language
<b>Department:</b>	Department of English
<b>College:</b>	College of Science and Humanities in Al-Ghat
<b>Institution:</b>	Majmaah University

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## A. Course Identification

<b>1. Credit hours: 3</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: Level 2<sup>nd</sup> 1<sup>st</sup> Year</b>			
<b>4. Pre-requisites for this course (if any):</b> 112 ENGL			
<b>5. Co-requisites for this course (if any):</b> • <b>None</b>			

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

No	Mode of Instruction	Contact Hours	Percentage
1	Traditional classroom	35	80 %
2	Blended	5	10%
3	E-learning	5	10%
4	Correspondence	-	-
5	Other	-	-

### 7. Actual Learning Hours (based on academic semester)

No	Activity	Learning Hours
<b>Contact Hours</b>		
1	Lecture	45
2	Laboratory/Studio	-
3	Tutorial	-
4	Others (specify)	-
	<b>Total</b>	45
<b>Other Learning Hours*</b>		
1	Study	
2	Assignments	
3	Library	
4	Projects/Research Essays/Theses	
5	Others (specify)	
	<b>Total</b>	

\* The length of time that a learner takes to complete learning activities that lead to achievement of course learning outcomes, such as study time, homework assignments, projects, preparing presentations, library times

## B. Course Objectives and Learning Outcomes

### 1. Course Description

This course trains the students to distinguish between correct and incorrect pronunciation of the English sounds, before proceeding to develop their pronunciation skills. The course deals with vowels, consonants, accentuation and rhythm, and intonation. The recorded drills form an integral part of the course.

One more area of interest is vocabulary building. This covers analysing affixes, understanding compound words, identifying antonyms and synonyms, recognizing word families and identifying spelling variations

## 2. Course Main Objective

Students should be able to:

- Increased exposure to English pronunciation;
- Increase use of web based language analysis materials;
- Regularly change and update textbooks and references;
- Encourage students to do practical phonetic study;
- Increased use of e-linguistics; and
- Set up a students' language and linguistics club.

## 3. Course Learning Outcomes

CLOs		Aligned PLOs
<b>1</b>	<b>Knowledge:</b>	
1.1	Introduce students to phonemic transcription and IPA;	
1.2	Introduce students to good pronunciation practice;	
<b>2</b>	<b>Skills :</b>	
2.1	Ability to think critically and analytically	
2.2	Ability to retain information by understanding material	
2.3	Ability to transcribe new words that vary in lengths.	
<b>3</b>	<b>Competence</b>	
3.1	An ability to communicate effectively with a range of audiences	

## C. Course Content

List of Topics	Contact hours
<b>Orientation and guidance</b>	<b>3</b>
Pronunciation definition. + The organs of Speech	<b>3</b>
Pronunciation of English Vowels and Diphthongs (discrepancies between English spelling and sounds should be noted)	<b>3</b>
Pronunciation of English Syllables (draw a comparison and contrast with Arabic syllables).	<b>3</b>
Pronunciation of English Stress (word stress) and Intonation- Pronunciation of English numbers, proper names/geographical names)	<b>3</b>
Module (unit 2): what is Phonetics? Branches of Phonetics: Articulatory, Auditory and Acoustic)..Phonetic Transcription (IPA)	<b>3</b>
Articulation: Slight description of Organs of Speech	<b>3</b>
Description of English Vowels (Vowel Chart: tongue part, tongue height and lip position.	<b>3</b>
Linking the phonetic description of English sounds (vowels and consonants) with English pronunciation practice.	<b>3</b>

English Phonotactics vs. Arabic Phonotactics (e.g. differences in consonant clusters).	<b>3</b>
Revision	<b>3</b>

## D. Teaching and Assessment

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

CLOs		Teaching Strategies	Assessment Methods
<b>1</b>	<b>Knowledge:</b>		
1.1	Introduce students to phonemic transcription and IPA;	Class lectures	Oral performance
<b>2</b>	<b>Skills :</b>		
2.1	Ability to think critically and analytically	Assigning written works	Exams, Quizzes
2.2	Ability to retain information by understanding material	Class discussion	Exams, Quizzes
2.3	Ability to transcribe new words that vary in lengths.	Assigning written works and reading texts	Written performance
<b>3</b>	<b>Competence:</b>		
3.1	An ability to communicate effectively with a range of audiences	Assigning presentations	Preparing Documents and Presentation Materials

### 2. Assessment Tasks for Students

#	Assessment task*	Week Due	Percentage of Total Assessment Score
<b>1</b>	<b>First Exam</b>	7	20%
<b>2</b>	<b>Quizzes</b>	In-between	5%
<b>3</b>	<b>Second Exam</b>	12	20%
<b>4</b>	<b>Quizzes</b>	In- between	5%
<b>5</b>	<b>Final Exam</b>	15	50%

\*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 :**

- Supervision of activities.
- D2L online learning processes
- Office- Counseling hours 4 hr/ week.

## F. Learning Resources and Facilities

### 1. Learning Resources

1. List Required Textbooks

- Hancock's. .2007. *English Pronunciation in Use*, 9<sup>th</sup> edition. CUP

2. List Essential References Materials (Journals, Reports, etc.)  Ashby, M. & Maidment, J. <b>Introducing Phonetic Science</b> , 2005
3. List Electronic Materials, Web Sites, Facebook, Twitter, etc.  <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>
4. Other learning material such as computer-based programs/CD, professional standards or regulations and software. <b>none</b>
5- Other learning material such as computer-based programs/ <b>none</b>

## 2. Facilities Required

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

## G. Course Quality Evaluation

Evaluation Areas/Issues	Evaluators	Evaluation Methods
Check marking of a sample of examination papers either by a resident or visiting faculty member	Faculty	Direct
Students who believe they are under graded can have their papers checked by a second reader	Students	Direct
Compare syllabi and course description with other universities (including those on the net)	Faculty	Direct
Bi-annual meetings of faculty members to discuss improvement	Peer Reviewers	Direct

**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	
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<b>Reference No.</b>	
<b>Date</b>	