

**ATTACHMENT 5.**

**T6. COURSE SPECIFICATIONS**

**ENG 322**

**Phonetics and Phonology**

### Course Specifications

Institution <a href="#">King Saud University</a>	Date of Report <a href="#">30/1/2019</a>
College/Department <a href="#">College of Arts/Department of English Language and Literature</a>	

#### A. Course Identification and General Information

1. Course title and code: <a href="#">Phonetics and Phonology - ENG 322</a>			
2. Credit hours: <a href="#">3 hours</a>			
3. Program(s) in which the course is offered. (If general elective available in many programs indicate this rather than list programs) <a href="#">B. A. in English</a>			
4. Name of faculty member responsible for the course <a href="#">Several Professors.</a>			
5. Level/year at which this course is offered <a href="#">Sixth Level/Third Year</a>			
6. Pre-requisites for this course (if any) <a href="#">ENG 221</a>			
7. Co-requisites for this course (if any) <a href="#">None</a>			
8. Location if not on main campus			
9. Mode of Instruction (mark all that apply)			
a. Traditional classroom	<input type="text"/>	What percentage?	<input type="text" value="70%"/>
b. Blended (traditional and online)	<input type="text"/>	What percentage?	<input type="text"/>
c. e-learning	<input type="text"/>	What percentage?	<input type="text" value="30"/>
d. Correspondence	<input type="text"/>	What percentage?	<input type="text"/>
f. Other	<input type="text"/>	What percentage?	<input type="text"/>
Comments:			

## B. Objectives

1. What is the main purpose for this course?
  1. Identify the different parts of the human vocal tract
  2. Explain how the different parts of the human vocal tract work
  3. Describe and classify linguistic sounds along the dimensions of place of articulation, manner of articulation, glottal status, and air stream mechanism.
  4. Transcribe (broadly and narrowly) English words using the IPA.
  5. Describe syllable structure.
  6. Explain suprasegmental elements (stress and intonation) and their linguistic and communicative uses.
  7. Explain distinctive features and their classificatory function.
  8. State the phoneme theory and different types of sound alternation and variation.
  9. Describe phonological operations (rules, conditions, constraints).
  10. Explain and use phonological rules such as elision, assimilation, and insertion to account for sound change.
  11. Explain the major differences between phonetics and phonology.
  12. Correctly pronounce English words.
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)
  1. The following series of orientation workshops are essential for BOTH faculty and students<sup>1</sup>:  
**Faculty:** assessment and teaching methods applied in Linguistic courses  
**Students:**  
 Suggested workshops:
    - a) Basic skills with word processing software.
    - b) Plagiarism
    - c) Library research
    - d) Virtual classes
    - e) Critical and Investigative Thinking Skills
    - f) Scholarly Sources: When and How to use them
  2. End of term faculty meetings /workshops/discussions to assess efficacy of modes of instruction; material given; grading rubric; problems that need to be addressed
  3. Annually confirm availability of resources. The library must coordinate with department and Quality to confirm it is equipped with references and required material (see below)
  4. Provide support throughout the term from CWE (if available) and focused skills developments session to be offered by the relevant entities.

<sup>1</sup> Workshops to be given by: the Centre for Writing in English (CWE) if available; Quality; Academic Improvement; Student Support Center if available; Library.

5. All instructors should have a clearly written assignment guide for all assignments in the course. Work on a combined unified assignment guide for linguistic courses, or at least a unified standard.

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

This is an introductory course to the study of speech sounds. It explores the fields of phonetics and phonology. It starts with a look at the human vocal tract and its work mechanism. Students then learn to describe and classify speech sounds based on their place and manner of articulation and voicing. After that students are trained on transcribing words and sentences using IPA. Students are then introduced to phoneme theory. They explore the relationship between phonemes and allophones as well as types of distribution. The course looks at distinctive features and trains students to use them to describe speech sounds and to group them into natural classes. Students are also introduced to the form and operation of phonological rules. Operations such as assimilation, deletion, and insertion are looked at as prime examples of phonological rules. Students are trained to solve basic phonological problems.

1. Topics to be Covered		
List of Topics	No. of Weeks	Contact Hours
General preparations to start instruction Awaiting finalization of enrolled students list (the first week is when students can add/drop courses), handing out syllabus, asking students about academic background	1	3
Production of Speech Sounds Human vocal tract, articulators	1	3
Speech Sounds – Vowels Airstream source, oral configuration, monophthongs, diphthongs	2	6
Speech Sounds – Consonants Voicing, places of articulation, manners of articulation	3	9
Transcription IPA, broad transcription, narrow transcription Practice	1	3
Syllables and Suprasegmentals Syllable structure, stress, intonation	3	9
The Phoneme Phonemes, allophones, contrastive distribution, complementary distribution, free variation	1	3



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Distinctive Features Sound representation, classification, natural classes	2	6
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3. Additional private study/learning hours expected for students per week.						
2. Course components (total contact hours and credits per semester):						6 hours
	Lecture	Tutorial	Laboratory	Practical	Other: Exams	Total
Contact Hours	42 hours				3 hours	45 hours
Credit	3 hours					3 hours

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.)

	NQF Learning Domains And Course Learning Outcomes	Course Teaching Strategies	Course Assessment Methods
<b>1.0</b>	<b>Knowledge</b> Students should be able to:		
1.1	Recognize parts of the human vocal tract and describe how they work	1. Lectures 2. Class discussion 3. In-class exercises 4. Extra handouts 5. Online exercises 6. Lab-based exercises	1. Quizzes 2. Midterms 3. Assignments 4. Final Exam
1.2	Describe phonetic and phonological classification of speech sounds		
1.3	Describe syllable structure and suprasegmental elements		
1.4	Define distinctive features and their classificatory function		
1.5	Recall phoneme theory and different types of sound alternation and variation		
1.6	Describe phonological operations (rules, conditions, constraints)		
1.7	State the formulation of phonological rules such as elision, assimilation, and insertion		
<b>2.0</b>	<b>Cognitive Skills</b> Students will be able to:		
2.1	Explain how speech sounds are classified phonetically and phonologically	1. Lectures/teaching students phonetic and phonological elements and concepts 2. Class discussions and collaborative and individual practice as well as group work 3. In-class exercises and error analysis 4. In-lab speech exercises 5. Directing students to using online sources to obtain further explanations, exercises, and sound recordings	1. In-class performance when doing exercises 2. Periodic quizzes 3. Assignments 4. Midterms and Final Exams
2.2	Transcribe words and sentences broadly and narrowly using IPA symbols		
2.3	Explain syllable structure and suprasegmental elements		
2.4	Analyze basic phonological problems		
<b>3.0</b>	<b>Interpersonal Skills &amp; Responsibility</b> Students should be able to:		



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3.1	Demonstrate leadership role	<ol style="list-style-type: none"> <li>1. Assigning reading assignments to students prior to lectures.</li> <li>2. Individual counselling on areas of concern to the students.</li> <li>3. In-class participation where much of the most effective learning comes from students explaining, discussing and defending their ideas.</li> </ol>	<ol style="list-style-type: none"> <li>1. Active class participation reflects the student's willingness to learn with a positive attitude towards the course.</li> <li>2. Performance on midterm, term papers, and final exam are evidence of the student's ability to recollect and synthesize information.</li> </ol>
3.2	Demonstrate a sense of accountability.	<ol style="list-style-type: none"> <li>1. To instil a sense of responsibility for one's learning.</li> <li>2. To have clear deadlines for submissions, exam dates and other important rules to be written in the course syllabus, which is given to students at the beginning of each term.</li> </ol>	Enforcing deadlines and rules mentioned in the syllabus.
3.3	Evaluate one's own work	Either one on one sessions or class	"reflect on one's work" session AFTER term paper or midterm submission
<b>4.0</b>	<b>Communication, Information Technology, Numerical</b> Students should be able to:		
4.1	Develop writing and verbal skills for communication	This should be encouraged by the instructors in using any means of communication in class or outside class.	<ol style="list-style-type: none"> <li>1. Class presentations</li> <li>2. Group work</li> <li>3. Journals</li> </ol>
4.2	Search using the digital library database.	Compilation of relevant bibliography	<ol style="list-style-type: none"> <li>1. Use digital library database to compile a bibliography of the latest and/or most relevant scholarly articles dealing with the topic.</li> <li>2. Correct referencing format and use of sources will be tested.</li> </ol>



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4.3	Operate the internet to download information and make use of useful web links.	Students will be encouraged to make extensive use of material on the web and the digital library.	1. Demand the use of references in both group presentations and the research paper  2. Students will be graded on their use of online scholarly material on their research papers
4.4	Operate the internet to communicate with the teaching staff or faculty	The use of LMS and email.	The use of a professional email address and language
<b>5.0</b>	<b>Psychomotor</b>		
5.1	N/A	N/A	N/A

### D. Student Academic Counseling and Support

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)  
4 hours per week; email

### E. Learning Resources

5. Schedule of Assessment Tasks for Students During the Semester			
	Assessment task (e.g. essay, test, group project, examination, speech, oral presentation, etc.)	Week Due	Proportion of Total Assessment
1	1st midterm	7	15%
2	2 <sup>nd</sup> midterm	13	15%
3	Quizzes	Weeks 4 and 9	10%
4	Assignments	Throughout	10%
5	Research Presentation	15	10%
6	Final exam	17	40%

#### 1. List Required Textbooks

*English Phonetics and Phonology* (Fourth edition). Cambridge University Press, 2009. Roach, Peter.



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*A Course in Phonetics* (6th Edition). Wadsworth Publishing, 2010. Ladefoged, Peter & Johnson, Keith  
*Introductory Phonology*. Wiley-Blackwell, 2008. Hayes, Bruce

2. List Essential References Materials (Journals, Reports, etc.)

- Understanding Phonology* (Third edition). Routledge, 2011. Gussenhoven, Carlos and Jacobs, Haike.
- A Course in Phonology*. Blackwell Publishing, 1999. Roca, Iggy and Johnson, Wyn.
- Practical Phonetics and Phonology* (3rd edition). Routledge, 2013. Collins, Beverly S. and Mees, Inger M.
- Introducing Phonetic Science*. Cambridge University Press, 2005. Ashby, Michael and Maidment, John.
- Burquest, D. A. (2001). Phonological analysis: A functional approach. Dallas: SIL*
- Cruttenden, Alan. 1994. Gimson's Pronunciation of English. Oxford: Arnold.*
- Giegerich, Heinz. 1992. English Phonology. Cambridge: Cambridge University Press.*
- Gimson, A. C. (1984). An introduction to the pronunciation of English. London: Arnold.*

3. List Electronic Materials (eg. Web Sites, Social Media, Blackboard, etc.)

- <http://www.uiowa.edu/~acadtech/phonetics/english/frameset.html>
- <http://www.ic.arizona.edu/~lsp/IPA/SSAE.html>
- <http://www.antimoon.com/how/pronunc-soundsipa.htm>
- <http://ipa.typeit.org>

4. Other learning material such as computer-based programs/CD, professional standards or regulations and software.

- CD-ROMs (available with required text)
- Collection of additional speech sound recordings
- Iphone/Android applications

### F. Facilities Required

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.)

Smart learning lab large enough to hold 40 students

2. Computing resources (AV, data show, Smart Board, software, etc.)

Fully equipped smart classrooms/labs that include e-podiums and projectors

3. Other resources (specify, e.g. if specific laboratory equipment is required, list requirements or attach list)

None

### G. Course Evaluation and Improvement Processes

1. Strategies for Obtaining Student Feedback on Effectiveness of Teaching



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<ol style="list-style-type: none"><li>1. Midterm evaluation feed-back form to increase instructor's awareness of the weak and strong points of the class (administered by the instructor)</li><li>2. End of term college evaluation of course by students (to be collected by the department)</li><li>3. End-of-term debriefing in class of students and teacher regarding what went well and what could have gone better</li><li>4. Small group instructional diagnosis (SGID) whereby instructors exchange classes and gather information from one another on specific points outlined by the department and the instructor being evaluated</li></ol>
<ol style="list-style-type: none"><li>2. Other Strategies for Evaluation of Teaching by the Program/Department Instructor<ol style="list-style-type: none"><li>1. Peer evaluation to benefit from viewpoints of other faculty members</li><li>2. Class observations by coordinators or Head of department</li></ol></li></ol>
<ol style="list-style-type: none"><li>3. Processes for Improvement of Teaching<ol style="list-style-type: none"><li>1. Training sessions</li><li>2. Workshops to facilitate the exchange of experiences amongst faculty members</li><li>3. Regular meetings with coordinators and other instructors of the course where problems and challenges are discussed and solutions given</li><li>4. Encouragement of faculty members to attend professional development conferences.</li><li>5. Keep up to date with pedagogical theory and practice</li><li>6. Set goals for achieving excellence in teaching at the beginning of each new semester after reviewing last semester's teaching strategies and results</li></ol></li></ol>
<ol style="list-style-type: none"><li>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)<ol style="list-style-type: none"><li>1. Regular meetings with the coordinator and other instructors to exchange samples of exam papers to verify standards of students' achievement.</li><li>2. Check marking of a sample of examination papers by another faculty member.</li><li>3. Students who believe they are under graded can have their papers checked by a second reader</li></ol></li></ol>
<ol style="list-style-type: none"><li>5. Describe the planning arrangements for periodically reviewing course effectiveness and planning for improvement.<ol style="list-style-type: none"><li>1. Compare syllabi and course description with other universities</li><li>2. Conduct peer review or course observation</li><li>3. Biannual meetings of faculty members to discuss improvement</li><li>4. Review curriculum periodically and suggest improvements</li><li>5. Apply students course evaluation survey</li><li>6. External examiner</li></ol></li></ol>

**Faculty or Teaching Staff:** \_\_\_\_\_

**Signature:** \_\_\_\_\_ **Date Report Completed:** \_\_\_\_\_

**Received by:** \_\_\_\_\_ **Dean/Department Head :** \_\_\_\_\_

**Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_



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