



المركز الوطني للتقويم والاعتماد الأكاديمي  
National Center for Academic Accreditation and Evaluation

**ATTACHMENT 5.**

## **T6. COURSE SPECIFICATIONS (CS)**





هيئة تقويم التعليم  
Education Evaluation Commission

## Course Specifications

Institution: <b>Imam Muhammad Ibn Saud Islamic University</b> Date:
College/Department : <b>College of Languages and Translation/ Department of English Language and Literature</b>

### A. Course Identification and General Information

1. Course title and code: <b>Phonetics and Phonology Eng. 239</b>																				
2. Credit hours: <b>3 hours</b>																				
3. Program(s) in which the course is offered. (If general elective available in many programs indicate this rather than list programs) <b>BA in English Language, Literature and Translation</b>																				
4. Name of faculty member responsible for the course																				
5. Level/year at which this course is offered: <b>Level: 4 -Year: 2<sup>nd</sup> year</b>																				
6. Pre-requisites for this course (if any): <b>ENG-229</b>																				
7. Co-requisites for this course (if any): <b>None</b>																				
8. Location if not on main campus: <b>Main campus for Male students/Girls Section for Female Students</b>																				
9. Mode of Instruction (mark all that apply): <table><tr><td>a. traditional classroom</td><td><input checked="" type="checkbox"/></td><td>What percentage?</td><td><input type="text" value="80"/></td></tr><tr><td>b. blended (traditional and online)</td><td><input type="checkbox"/></td><td>What percentage?</td><td><input type="text"/></td></tr><tr><td>c. e-learning</td><td><input checked="" type="checkbox"/></td><td>What percentage?</td><td><input type="text" value="10"/></td></tr><tr><td>d. correspondence</td><td><input type="checkbox"/></td><td>What percentage?</td><td><input type="text"/></td></tr><tr><td>f. other</td><td><input checked="" type="checkbox"/></td><td>What percentage?</td><td><input type="text" value="10"/></td></tr></table>	a. traditional classroom	<input checked="" type="checkbox"/>	What percentage?	<input type="text" value="80"/>	b. blended (traditional and online)	<input type="checkbox"/>	What percentage?	<input type="text"/>	c. e-learning	<input checked="" type="checkbox"/>	What percentage?	<input type="text" value="10"/>	d. correspondence	<input type="checkbox"/>	What percentage?	<input type="text"/>	f. other	<input checked="" type="checkbox"/>	What percentage?	<input type="text" value="10"/>
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Comments:																				

## B Objectives

1. What is the main purpose for this course?

To get acquainted with the fundamental notions of contemporary phonetics and phonology, including the basics of articulatory phonetics, speech sounds and their classification, segmentals and suprasegmentals, and some basic analysis and transcription skills which can contribute to improving their own pronunciation.

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- Demonstrate knowledge and understanding of basic ideas about phonetics.
- 2- Demonstrate knowledge and understanding of basic ideas about phonology.
- 3- Identify the main 44 speech sounds.
- 4- Identify the places of articulation of the main 44 speech English sounds.
- 5- Explain the main characteristics of the main 44 speech English sounds.
- 6- Discuss, explain and apply suprasegmentals such as stress and intonation.
- 7- Describe some phonological process such as assimilation, insertion, elision, and linking.
- 8- Transcribe words and short texts using International Phonetic Alphabet.
- 9- Transfer IPA symbols into texts.
- 10- Pronounce words and sentences in a native-like fashion.

## C. Course Description (Note: General description in the form used in Bulletin or handbook)

Course Description:

This 20-unit, 3-credit course introduces level 4 undergraduate students to the basic principles of phonetics and phonology, explains how the English speech sounds are produced, how the English sound patterns work, and explains suprasegmentals, with a focus on stress and intonation. The course includes material and exercises for the students and has written and spoken exercises. The course refers the teacher and students to a complementary website where there are additional material, exercises, and discussions related the course.

1. Topics to be Covered

List of Topics	No. of Week(s)	Contact hours
Unit 1: General Introduction to the Course	1	3 hrs.
Unit 2: The production of speech sounds	1	3 hrs.
Unit 3: Long vowels, diphthongs, and triphthongs	1	3 hrs.
Unit 4: Voicing and consonants	1	3 hrs.
Unit 5: Phonemes and symbols	1	3 hrs.
Unit 6: Fricatives and affricates	1	3 hrs.
Unit 7: Nasals and other consonants	1	3 hrs.
Unit 8: The syllable	1	3 hrs.
Unit 9: Strong and weak syllables	1	3 hrs.
Unit 10: Stress in simple words + Unit 11: Complex word stress	1	3 hrs.



Unit 12: <b>Weak forms</b>	1	3 hrs.
Unit 13: <b>Problems in phonemic analysis</b>	1	3 hrs.
Unit 14: <b>Aspects of connected speech</b>	1	3 hrs.
Unit 15: <b>Intonation 1</b>	1	3 hrs.
Unit 20: <b>Varieties of English pronunciation</b>	2	6 hrs.

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

		Lecture	Tutorial	Laboratory/ Studio	Practical	Other:	Total
Contact Hours	Planned	48	NA				48
	Actual	48					
Credit	Planned	3					3
	Actual	3					

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

**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	<b>Knowledge</b> <b>Students at the end of the course should be able to:</b>		
1.1	Recognize speech sounds, their types and classification, and recognize sound symbols.		
1.2	Define the major concepts of Phonetics and Phonology such the syllable, stress, intonation and other aspects found in connected speech such as assimilation, linking, elision and insertion.	Class lectures Class discussion Presentations	Exams & Quizzes Presentations

<b>2.0</b>	<b>Cognitive Skills</b> <b>Students at the end of the course should be able to:</b>		
2.1	Classify and produce the sounds of English according to the place and manner of articulation.	Class lectures Class discussion Presentations	Exams & Quizzes Presentations
2.2	Analyze data in the light of the English Phonetics and Phonology and decode sound symbols and transcribe words and short texts using IPA.		
2.3	Apply knowledge of the English Phonetics and Phonology orally and in writing.		
<b>3.0</b>	<b>Interpersonal Skills &amp; Responsibility</b> <b>Students at the end of the course should be able to:</b>		
3.1	Demonstrate willingness and ability to work independently and in teams.	Presentations Workshops	Observation Presentations
<b>4.0</b>	<b>Communication, Information Technology, Numerical</b>		
4.1	Communicate effectively and fluently implementing new technology and digital applications.	Class lectures Class discussion Presentations	Observation Presentations
4.2	Improve their pronunciation of the English language and their intonation and stress assignment	Listening Class discussion Presentations	Observation Presentations
<b>5.0</b>	<b>Psychomotor</b>		
5.1	NONE		
5.2			

6. 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	Class participation	1-14	10%
2	1 <sup>st</sup> Midterm	5 <sup>th</sup>	10%
3	Presentation	5 <sup>th</sup> -13 <sup>th</sup>	10%
4	2 <sup>nd</sup> Midterm	10 <sup>th</sup>	10%
5	Final	15 <sup>th</sup>	60%

#### 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)

**3 Hours a week**

#### E Learning Resources

1. List Required Textbooks

- ***Phonetics and Phonology: A Course Book: CUP, 2006***

- **By: Peter Roach: Emeritus Professor of Phonetics, University of Reading. UK**

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

**Journal of Phonetics (<http://www.journals.elsevier.com/journal-of-phonetics/>)**

3. List Electronic Materials, Web Sites, Facebook, Twitter, etc.

**<https://www.cambridge.org/core/journals/journal-of-the-international-phonetic-association>**

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

**A Course on Phonetics.**

**By: Peter Ladefoged**



## 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.) - <b>Lecture rooms.</b> - <b>Computer labs.</b> <b>Personal Smartphones and PC's</b> ( <i>at home as a form of eLearning and flipped classroom</i> )
2. Technology resources (AV, data show, Smart Board, software, etc.) - <b>A class computer.</b> - <b>Data Show Projector.</b>
3. Other resources (specify, e.g. if specific laboratory equipment is required, list requirements or attach list) <b>NONE</b>

## G Course Evaluation and Improvement Processes

1. Strategies for Obtaining Student Feedback on Effectiveness of Teaching - <b>Formal, anonymous course evaluations by students at the end of course</b> - <b>In addition to informal student feedback throughout the semester.</b>
2. Other Strategies for Evaluation of Teaching by the Instructor or by the Department - <b>In class Peer Review to give support and disseminate good practice.</b>
3. Processes for Improvement of Teaching
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) - <b>Training sessions and workshops to facilitate the exchange of experiences amongst faculty members.</b> - <b>Holding regular meetings between course conveners and instructors to address problems of the course.</b> - <b>Discussing challenges in the classroom with colleagues and admin staff.</b> - <b>Attending professional development conferences.</b> - <b>Keeping up to date with pedagogical theory and practice.</b> <b>On-gong review of last semester's teaching strategies and results to set goals for achieving excellence in teaching.</b>
5. Describe the planning arrangements for periodically reviewing course effectiveness and planning for improvement. - <b>Identify rubrics for each students' activity or assignment</b>



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- Checking grading of a sample of examination papers either by a resident or visiting faculty member  
Arranging with another institution to have two common test items included on an exam and compare marks given

Name of Course Instructor: \_\_\_\_\_

Signature: \_\_\_\_\_ Date Specification Completed: \_\_\_\_\_

Program Coordinator: \_\_\_\_\_

Signature: \_\_\_\_\_ Date Received: \_\_\_\_\_

