



# Course Specifications

<b>Course Title:</b>	English Phonology
<b>Course Code:</b>	ENG 325
<b>Program:</b>	Bachelor of Arts in English
<b>Department:</b>	English
<b>College:</b>	Faculty of Languages and Translation
<b>Institution:</b>	King Khalid University

## Table of Contents

<b>A. Course Identification</b> .....	<b>3</b>
6. Mode of Instruction (mark all that apply) .....	3
<b>B. Course Objectives and Learning Outcomes</b> .....	<b>3</b>
1. Course Description .....	3
2. Course Main Objective .....	4
3. Course Learning Outcomes .....	4
<b>C. Course Content</b> .....	<b>4</b>
<b>D. Teaching and Assessment</b> .....	<b>5</b>
1. Alignment of Course Learning Outcomes with Teaching Strategies and Assessment Methods.....	5
2. Assessment Tasks for Students .....	6
<b>E. Student Academic Counseling and Support</b> .....	<b>6</b>
<b>F. Learning Resources and Facilities</b> .....	<b>6</b>
1. Learning Resources .....	6
2. Facilities Required .....	7
<b>G. Course Quality Evaluation</b> .....	<b>7</b>
<b>H. Specification Approval Data</b> .....	<b>7</b>

## 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 type="checkbox"/> Elective <input type="checkbox"/>
<b>3. Level/year at which this course is offered: Level 6/Year 3</b>
<b>4. Pre-requisites for this course (if any): ENG(321), Phonetics</b>
<b>5. Co-requisites for this course (if any): None</b>

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

No	Mode of Instruction	Contact Hours	Percentage
1	Traditional classroom	45	100%
2	Blended		
3	E-learning		
4	Correspondence		
5	Other		

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

No	Activity	Learning Hours
<b>Contact Hours</b>		
1	Lecture	36
2	Laboratory/Studio	
3	Tutorial	09
4	Others (specify)	
	<b>Total</b>	<b>45</b>
<b>Other Learning Hours*</b>		
1	Study	
2	Assignments	06
3	Library	
4	Projects/Research Essays/Theses	
5	Others (specify)	
	<b>Total</b>	<b>06</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

<b>1. Course Description (Note: General description in the form used in Bulletin or handbook)</b>
---

## 2. Course Main Objective

The course will begin by highlighting the essential concern of phonology as a study of abstract or mental aspect of speech sounds rather than their actual physical articulation. It will then introduce students to essential segmental and suprasegmental aspects of phonology. The segmental aspects include phonemes and allophones; methods of phonological analysis (minimal pairs and sets, contrastive distribution, complementary distribution, free variation, phonetic similarity, natural classes, and neutralization); distinctive features; phonological processes (assimilation, dissimilation, insertion, deletion, vowel reduction, and metathesis), and phonological rules. The suprasegmental aspects cover syllable structure, phonetics, word and sentence stress, tone and intonation.

## 3. Course Learning Outcomes

CLOs		Aligned PLOs
1	<b>Knowledge:</b>	
1.1	Distinguish between the concern of phonetics and phonology	K1
1.2	Distinguish between distinctive speech sounds (phonemes) and non-distinctive speech sounds (allophones)	K2
1.3	Compare and contrast speech sounds in term of their distinctive features	K3
1.4	Describe the effects of phonological processes on English words and phrases in connected speech	K3
2	<b>Skills:</b>	
2.1	Ability to think critically and analytically	S1
2.2	Ability to use standard and academic English	S2
2.3	Participate in class discussion and think critically.	S3
2.4	Act responsibly and ethically in carrying out individual as well as group	S3
3	<b>Competence:</b>	
3.1	Use of electronic journals and data basis	C2
3.2	Use of blackboard online facilities	C2
3.3	Use of PowerPoint and Data show presentations	C3

## C. Course Content

No	List of Topics	Contact Hours
1	Review of Phonetics: Consonants, and Vowels, Phonemic Transcription	3
2	Phonetics & Phonology, Phonemes; and Allophones	3
3	Phonological Analysis: minimal pairs/sets, contrastive distribution, free variation	3
4	Phonological Analysis: complementary distribution, phonetic similarity & natural classes, neutralization	3
5	Common allophones of English phonemes, phonological rules	3
6	Phonological Process: Assimilation, Dissimilation	3
7	Phonological Process: Epenthesis, Deletion, Vowel Reduction, Metathesis.	3
8	The Syllable: Syllable Structure, Syllable Template, Syllable Tree, Obligatory Versus Optional Elements	3
9	Syllable Patterns; Syllable Types: Open/ Closed; Light/Heavy; Weak/ Strong	3
10	Phonetics Constraints: Initial & Final Consonant Clusters: Sonority Hierarchy	3

11	Syllabication, Ambisyllabicity; Maximum Onset Principle	3
12	Suprasegmentals: Word Stress, Sentence Stress	6
13	Suprasegmentals: Tone, Intonation Patterns	6
<b>Total</b>		<b>45</b>

## D. Teaching and Assessment

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

Code	Course Learning Outcomes	Teaching Strategies	Assessment Methods
<b>1.0</b>	<b>Knowledge</b>		
1.1	Distinguish between the concern of phonetics and phonology	Discussion Lecturing Relate content to students' previous knowledge Constant review	Class participation Quizzes and assignments Class presentations Research papers Two midterm exams and a final exam
1.2	Distinguish between distinctive speech sounds (phonemes) and non-distinctive speech sounds (allophones)		
1.3	Compare and contrast speech sounds in term of their distinctive features		
1.4	Describe the effects of phonological processes on English words and phrases in connected speech		
<b>2.0</b>	<b>Skills</b>		
2.1	Ability to think critically and analytically	<ul style="list-style-type: none"> <li>- Encouraging pair work and group work in the class</li> <li>- Encouraging the students' communication in English inside and outside the class.</li> <li>- Encouraging the students to establish new relationships with people worldwide. Creating environments for extracurricular activities</li> </ul>	Class participation Presentations Research papers Midterm exams Group assignments
2.2	Ability to use standard and academic English		
2.3	Participate in class discussion and think critically.		
2.4	Act responsibly and ethically in carrying out individual as well as group		
<b>3.0</b>	<b>Competence</b>		
3.1	Use of electronic journals and data basis	Practice sessions in the E-learning labs.	Give marks for the use of web-based material in students' presentations. Distribute at beginning basics of assignment so students know what they will be evaluated on
3.2	Use of blackboard online facilities		
3.3	Use of PowerPoint and Data show presentations		

## 2. Assessment Tasks for Students

#	Assessment task*	Week Due	Percentage of Total Assessment Score
1	First midterm exam	7 <sup>th</sup> week	20%
2	Second midterm exam	13 <sup>th</sup> week	20%
3	Quizzes and assignment	various weeks	10%
4	Final exam	16 <sup>th</sup> week	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 :**

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)

**Office Hours: 10 Hours**

## F. Learning Resources and Facilities

### 1. Learning Resources

<b>Required Textbooks</b>	Carr, Philip. 1999. <i>English Phonetics &amp; Phonology: An Introduction</i> . London: Blackwell. (Chapters 5 -11)
<b>Essential References Materials</b>	Anderson, Stephen R. .1985. <i>Phonology in the Twentieth Century</i> . Chicago: the University of Chicago Press. Clark, J & Yallop C. 2001. <i>An Introduction to Phonetics and Phonology</i> , 2nd ed. Oxford: Blackwell Lass, Roger .1985. <i>Phonology: An Introduction to Basic Concepts</i> . Cambridge: Cambridge University Press. Roach, Peter. 2000. <i>English Phonetics &amp; Phonology: A Practical Course</i> . 3 <sup>rd</sup> Ed. Cambridge: Cambridge University Press.
<b>Electronic Materials</b>	Longman Dictionary of Contemporary English Oxford Advanced Learner's Dictionary
<b>Other Learning Materials</b>	Use of some relevant audio CD's for aural drills, blackboard

## 2. Facilities Required

Item	Resources
<b>Accommodation</b> (Classrooms, laboratories, demonstration rooms/labs, etc.)	Lecture rooms
<b>Technology Resources</b> (AV, data show, Smart Board, software, etc.)	Students are encouraged to use the Language Enhancement Program (LEP)
<b>Other Resources</b> (Specify, e.g. if specific laboratory equipment is required, list requirements or attach a list)	

## G. Course Quality Evaluation

Evaluation Areas/Issues	Evaluators	Evaluation Methods
Confidential completion of standard course evaluation questionnaire by students at the end of each semester	In-class observation by other colleagues	Workshops by internal and external experts
Occasional student-faculty meetings to get students' feedback	Peer observation	Coordination between teachers of different sections of the same course
Confidential completion of standard course evaluation questionnaire by students at the end of each semester	Observation by external experts	Training and orientation for new instructors of the course

**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

<b>Council / Committee</b>	Department of English Council
<b>Reference No.</b>	20138
<b>Date</b>	24/2/1441 G

Prepared by: Course Coordinator

Reviewed and Approved by: Quality Committee