

**Kingdom of Saudi Arabia**  
**The National Commission for Academic Accreditation &  
Assessment**

**COURSE SPECIFICATION**

**Eng. 328**

**Phonetics**

**Revised 2010**

# Course Specification

For Guidance on the completion of this template, please refer to *of Handbook 2*  
*Internal Quality Assurance Arrangements*

Institution: <b>King Saud University</b>
College/Department: <b>English Department</b>

## A Course Identification and General Information

1. Course title and code: <b>Phonetic - Eng. 328</b>
2. Credit hours: <b>2 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>B. A. English Language and Literature</b>
4. Name of faculty member responsible for the course
5. Level/year at which this course is offered: <b>Level 4/ 2<sup>nd</sup> year</b>
6. Pre-requisites for this course (if any): <b>Preferably, Eng. 320</b>
7. Co-requisites for this course (if any): <b>None</b>
8. Location if not on main campus: <b>Olaisha campus &amp; the Main campus</b>

## B. Objectives

<p>1. Summary of the main learning outcomes for students enrolled in the course.</p> <p>Students should be able to:</p> <ol style="list-style-type: none"> <li>1. Recognize sounds</li> <li>2. Distinguish between different sounds</li> <li>3. Classify sounds using phonological terminology</li> <li>4. Use proper intonation pattern</li> <li>5. Transcribe English words using the IPA</li> <li>6. Correctly pronounce English words</li> </ol>
<p>2. Briefly describe any plans for developing and improving the course that are being implemented. (eg increased use of IT or web based reference material, changes in content as a result of new research in the field)</p> <ol style="list-style-type: none"> <li>1. Using web sites that provide video illustrations of manner and place of articulation of sounds.</li> <li>2. Use additional text to improve course content.</li> </ol>

## C. Course Description (Note: General description in the form to be used for the Bulletin or Handbook should be attached)

1 Topics to be Covered		
Topic	No of Weeks	Contact hours
Overview: Sounds in English	2 weeks	4 hrs
Speech organs	2 weeks	6 hrs
English consonants	5 weeks	10 hrs
English vowels & Diphthongs	3 weeks	6 hrs
Word groups, word & sentence stress & Weak forms	3 weeks	6 hrs

2. Course components (total contact hours per semester):			
Lecture: <b>28 hours</b>	Tutorial:	Practical/Fieldwork /Internship: <b>2 hours exams</b>	Other: None

3. Additional private study/learning hours expected for students per week. (This should be an average :for the semester not a specific requirement in each week)

#### 4. Development of Learning Outcomes in Domains of Learning

For each of the domains of learning shown below indicate:

- A brief summary of the knowledge or skill the course is intended to develop;
- A description of the teaching strategies to be used in the course to develop that knowledge or skill;
- The methods of student assessment to be used in the course to evaluate learning outcomes in the domain concerned.

##### **a. Knowledge**

(i) Description of the knowledge to be acquired

1. The basics in phonology and phonetics
2. The general principles in the areas covered
3. The ability to demonstrate understanding of principles learned

(ii) Teaching strategies to be used to develop that knowledge

1. Lectures
2. Class discussion
3. Answering exercises
4. Searching in the Internet for relevant topics

(iii) Methods of assessment of knowledge acquired

1. Asking questions during the lectures or as assignments
2. Quizzes
3. In term exams
4. Final written exam

##### **b. Cognitive Skills**

(i) Cognitive skills to be developed

1. Ability to think critically and analytically
2. Ability to retain information by understanding material
3. Ability to transcribe new words that vary in lengths.

<p>(ii) Teaching strategies to be used to develop these cognitive skills</p> <ol style="list-style-type: none"> <li>1. Lectures</li> <li>2. Posing questions that encourage class discussion and critical thinking</li> <li>3. Peer/group work/ discussions</li> <li>4. Individual meetings with students</li> </ol>
<p>(iii) Methods of assessment of students cognitive skills</p> <ol style="list-style-type: none"> <li>1. Class participation</li> <li>2. Peer/group response</li> <li>3. Quizzes</li> <li>4. In-term and final exams</li> </ol>
<p><b>c. Interpersonal Skills and Responsibility</b></p>
<p>(i) Description of the interpersonal skills and capacity to carry responsibility to be developed</p> <ol style="list-style-type: none"> <li>1. Students can complete assignments in due time</li> <li>2. Students can participate in class discussion and think critically</li> <li>3. Students can act responsibly in peer/group activities</li> </ol>
<p>(ii) Teaching strategies to be used to develop these skills and abilities</p> <ol style="list-style-type: none"> <li>1. Discussions to make students aware of the significance of time management</li> <li>2. Allowing time for peer/group activities, where students explain, discuss and defend their ideas with their peers.</li> </ol>
<p>(iii) Methods of assessment of students interpersonal skills and capacity to carry responsibility</p> <ol style="list-style-type: none"> <li>1. Active class participation reflects the students ability to keep up with the reading schedule</li> <li>2. Performance on midterms and final exams are evidence of the student's ability to retain and analyze information</li> </ol>
<p><b>d. Communication, Information Technology and Numerical Skills</b></p>
<p>(i) Description of the skills to be developed in this domain.</p> <ol style="list-style-type: none"> <li>1. Ability to register with internet browser/web service</li> <li>2. Ability to express ideas in appropriate English</li> </ol>
<p>(ii) Teaching strategies to be used to develop these skills</p> <ol style="list-style-type: none"> <li>1. In-class instructions on how to register with internet browser/web service</li> <li>2. Emails instructions</li> </ol>

(iii) Methods of assessment of students numerical and communication skills 1. Marks allotted according to how well students follow directions and how well they participate in discussion group
<b>e. Psychomotor Skills (if applicable)</b>
(i) Description of the psychomotor skills to be developed and the level of performance required Not applicable
(ii) Teaching strategies to be used to develop these skills Not applicable
(iii) Methods of assessment of students psychomotor skills Not applicable

5. Schedule of Assessment Tasks for Students During the Semester			
Assessment	Assessment task (eg. essay, test, group project, examination etc.)	Week due	Proportion of Final Assessment
1	1 <sup>st</sup> midterm	Wk 7	15%
2	Quizzes and assignments		10%
3	2 <sup>nd</sup> midterm	Wk 12	15%
4	Final	End of semester	60%

#### D. Student Support

1. Arrangements for availability of faculty for individual student consultations and academic advice. (include amount of time faculty are available each week)  6 hours per week (office hours). Available by email daily.
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#### E. Learning Resources

Required Text(s) - Roach, Peter. <b><u>English Phonetics and Phonology</u></b> , Cambridge University Press, 2007.
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2. Essential References
Ashby, M. & Maidment, J. <b><u>Introducing Phonetic Science</u></b> , 2005
O'Connor. <i>Better English Pronunciation</i> . Cambridge University Press, 2004
3- Recommended Books and Reference Material (Journals, Reports, etc) (Attach List)
4- Electronic Materials, Web Sites etc
<ul style="list-style-type: none"> <li>▪ <a href="http://www.uiowa.edu/~acadtech/phonetics/english/frameset.html">http://www.uiowa.edu/~acadtech/phonetics/english/frameset.html</a></li> <li>▪ <a href="http://www.ic.arizona.edu/~lsp/IPA/SSAE.html">http://www.ic.arizona.edu/~lsp/IPA/SSAE.html</a></li> <li>▪ <a href="http://www.antimoon.com/how/pronunc-soundsipa.htm">http://www.antimoon.com/how/pronunc-soundsipa.htm</a></li> </ul>
5- Other learning material such as computer-based programs/CD, professional standards/regulations
Signed Student Code of honor explained during student orientation to university to protect against plagiarism

## F. Facilities Required

Indicate requirements for the course including size of classrooms and laboratories (ie number of seats in classrooms and laboratories, extent of computer access etc.)
1. Accommodation (Lecture rooms, laboratories, etc.)
<p><b>1. Lecture rooms should be large enough to accommodate the number of registered students.</b></p> <p><b>2. Language labs to practice listening and producing sounds.</b></p>
2. Computing resources
<b>Laptop computer - projector system</b>
3. Other resources (specify --eg. If specific laboratory equipment is required, list requirements or attach list)
<b>None</b>

## G. Course Evaluation and Improvement Processes

<p>1 Strategies for Obtaining Student Feedback on Effectiveness of Teaching</p> <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</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 each others' students on specific points outlined by the department and the instructor being evaluated</li></ol>
<p>2 Other Strategies for Evaluation of Teaching by the Instructor or by the Department</p> <ol style="list-style-type: none"><li>1. Peer observation to benefit from colleagues' objective feedback and suggestions for improvement.</li></ol>
<p>3 Processes for Improvement of Teaching</p> <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 where problems are discussed and solutions given</li><li>4. Discussion of challenges in the classroom with colleagues and supervisors</li><li>5. Encouragement of faculty members to attend professional development conferences.</li><li>6. Keep up to date with pedagogical theory and practice</li><li>7. 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>
<p>4. Processes for Verifying Standards of Student Achievement (eg. check marking by an independent faculty member of a sample of student work, periodic exchange and remarking of a sample of assignments with a faculty member in another institution)</p> <ol style="list-style-type: none"><li>1. Check marking of a sample of examination papers either by a resident or visiting faculty member</li><li>2. Students who believe they are under graded can have their papers checked by a second reader</li></ol>
<p>5 Describe the planning arrangements for periodically reviewing course effectiveness and planning for improvement.</p> <ol style="list-style-type: none"><li>1. Compare syllabi and course description with other universities (including those on the net)</li><li>2. Bi-annual meetings of faculty members to discuss improvement</li><li>3. Have a curriculum review committee to review the curriculum periodically and suggest improvements</li></ol>



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