

Kingdom of Saudi Arabia

**The National Commission for Academic Accreditation &
Assessment**

COURSE SPECIFICATION

Eng. 422

English Phonology

Revised 2010

Course Specification

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

Institution	King Saud University
College/Department	College of Arts/ Department of English

A Course Identification and General Information

1. Course title and code: Eng. 422 - English Phonology
2. Credit hours: 2 hours
3. Program(s) in which the course is offered. (If general elective available in many programs indicate this rather than list programs) B. A. in English
4. Name of faculty member responsible for the course
5. Level/year at which this course is offered : Level 6 / 3rd year
6. Pre-requisites for this course (if any) Preferably, Eng. 320 & Eng. 328.
7. Co-requisites for this course (if any) None
8. Location if not on main campus Olaisha campus & the Main campus

B Objectives

1. Summary of the main learning outcomes for students enrolled in the course.

Students should able to:

1. Define and discuss the main concepts in Phonetics and Phonology
2. Discuss the main topics in Phonetics and Phonology
3. Explain the major differences between phonetics and phonology
4. Do broad and narrow transcriptions of words
5. Explain the principles of modern phonology with special emphasis on the phoneme theory derived mainly from Chomsky and Halle
6. Explain major topics in Phonology such as sound system, phonological processes, syllables, supra-segmental features such as stress, rhythm, intonation, and distinctive features
7. Explain phonological rules as elision, assimilation, and insertion
8. Write a research paper on the previous topics.

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)

1. Increased use of IT or web-based reference material
2. Detailed discussion of the tones, their uses and functions
2. Use Web-CT for uploading material
3. There is a suggestion of a better choice of textbook
4. Use of www.wiki.com and www.moodle.com for collaborative writing
5. Include e-books such as those from Gutenberg

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
Introduction to the topics to be covered in English Phonology	1 week	2 hours

<ul style="list-style-type: none"> – Chapter II (The Phonetic Base): Phonetic Transcription; Dividing the speech stream; Consonants (Place of Articulation; Manner of Articulation); The description of consonants; Detailed Consonant Description; Broad and Narrow Transcription; Vowels; Diphthongs; Detailed Vowel Descriptions; Suprasegmental Aspects of Phonetics – Chapter III (Basic Units in Phonology: The Classical Phoneme): Contrast; Complementary Distribution; Free Variation; Sound Symmetry; Doing a Phonemic Analysis – Chapter IV (Properties of Sounds: Distinctive Features): Phonological Features; Major Class Features; Manner of Articulation Features; Oral Articulation; Feature Matrices for English Segments; Natural Classes; Feature Redundancy 	6 weeks	12 hours
<ul style="list-style-type: none"> - Chapter V (Sequences of Sounds: Phono-tactics): Phonological vs. Phonetic Units; Sequential Phonological Structure; Sequential Morpheme Structure Conditions; The Syllable: A Phonological Perspective; Syllabification; - Chapter VI (Phonological processes): Assimilation; Dissimilation; Neutralization; Deletion; Coalescence; Epenthesis; Metathesis - Word Accent; Accent and Rhythm in Connected Speech; Weak forms; Assimilation; Intonation; uses of tones 	6 weeks	12 hours
Revision and Class Discussions	1 week	2 hours

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

Lecture: 28 hours	Tutorial: We are available during office hours and through e-mail	Practical/Fieldwork /Internship: Exams: 2 hours	Other: None
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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 major differences between phonetics and phonology
2. The principles of modern phonology with special emphasis on the phoneme theory derived mainly from Chomsky and Halle
3. Major topics in Phonology such as sound system, phonological processes, syllables, supra-segmental features such as stress, rhythm, and intonation, and distinctive features
4. Phonological rules as elision, assimilation, and insertion

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

1. Lectures
2. Class discussion
3. Collaborative learning/Team work
4. Answering exercises

(iii) Methods of assessment of knowledge acquired

1. Asking questions during the lectures or as assignments
2. Quizzes
3. Class presentations based on outside reading about the most important topics in English Phonology
4. Midterms
5. Final written exam

b. Cognitive Skills

(i) Cognitive skills to be developed

1. Ability to think critically and analytically of the phonological system
2. Ability to use methods of studying English Phonology on new data
3. Ability to do research and to make use of information from primary and secondary sources in support of a valid thesis and argument

ii) Teaching strategies to be used to develop these cognitive skills

1. Lectures/teaching students how to deal attentively and critically with different Phonological topics 2. Class discussions/teaching students to think independently and engage in group discussions 3. Individual meetings with students/ encouragement of students to discuss paper topics outside the class room with the instructor
(iii) Methods of assessment of students cognitive skills 1. short assignments 2. Presentations 3. Research papers 4. Midterms and exams 5. Providing examples as a result of their observation
c. Interpersonal Skills and Responsibility
(i) Description of the interpersonal skills and capacity to carry responsibility to be developed 1. Students can complete both reading and writing assignments in due time 2. Students can participate in class discussion and think critically 3. Students can act responsibly and ethically in carrying out individual as well as group projects 4. Students have the necessary skills to communicate, listen, negotiate, and evaluate their strengths and weaknesses as members of a team
(ii) Teaching strategies to be used to develop these skills and abilities 1. Lectures in which students are made aware of the significance of time management 2. Discussions with students on ethical behaviour in conducting research 3. Individual counselling on research projects and writing difficulties 4. Group assignments where much of the most effective learning comes from the student explaining, discussing and defending his own ideas with his/her peers.
(iii) Methods of assessment of students interpersonal skills and capacity to carry responsibility 1. Active class participation reflects the students ability to keep up with the reading schedule 2. Research papers will attest to the student's ability to fulfil assignments and respect dead lines 3. Performance on midterms and final exams are evidence of the student's ability to recollect and synthesize information 4. Instructor's assessment of student's performance and seriousness during individual supervision hours
d. Communication, Information Technology and Numerical Skills
(i) Description of the skills to be developed in this domain.

1. Ability to use academic English 2. Use of electronic journals and data basis 3. Use of IT learning resources (Web CT, blogging, wiki, moodle to develop collaborative writing skills) 4. Use of PowerPoint and laptop – projector systems
(ii) Teaching strategies to be used to develop these skills 1. Encourage students to make extensive use of material on the web 2. Encourage students to consult the specialist in the computer lab for help on web-based material 3. Demand the use of PowerPoint when giving presentations 4. Demonstrate and give blogging and wiki / moodle assignments and coach students in how to carry them out
(iii) Methods of assessment of students numerical and communication skills 1. Allot marks for the use of web-based material in students' presentations. 2. Distribute rubric at beginning of assignment so students know what they will be evaluated on
e. Psychomotor Skills (if applicable)
(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	Midterm Exam	Week 12	20%
2	Quizzes and assignments		10%
3	Projects and /or 2 nd midterm Exam		10%
4	Final Exam	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 office hours a week. Also support is available by answering their questions and concerns sent by email

E. Learning Resources

1. Required Text(s)

-Roach, Peter, English Phonetics and Phonology: A Practical Course, Cambridge University Press, 2007

- Sethi, J., Sadanad, K. & Jindal, D.V. A Practical Course in English Pronunciation, 2007.

-Wolfram, Walt, et al. Phonological Analysis: Focus on American English, Prentice Hall, Inc. 1982

2. Essential References

4. Electronic Materials, Web Sites etc

Resources on the Web:

- [Web-Cite](#) (A knowledge-base of online scholarly materials relevant to literary and cultural studies indexed by period and genre)
- [www. Questia.com](http://www.questia.com)
- Purdue On-Line Writing Lab – <http://owl.english.purdue.edu/oldindex.html>

<http://www.denmark.dk/en/menu/AboutDenmark/DenmarkInBrief/Language/GeneralLinguisticSituation>

<http://citeseer.ist.psu.edu/154684.html>

<http://www.infomotions.com/etexts/gutenberg/dirs/etext05/7asth10.htm>

<http://lingsoc.10.forumer.com/viewforum.php?f=8>

<http://ebooks.ebookmall.com/title/aesthetic-as-science-of-expression-and-general-linguistic-croce-ebooks.htm>

http://www.studeren.uva.nl/ma_general_linguistics/object.cfm/objectid=74F5CA13-5E4B-49F0-928583D5AC1CC321

<http://ieeexplore.ieee.org/Xplore/login.jsp?url=/iel5/91/4343099/04343113.pdf?arnumber=4343113>

<http://www.enotes.com/salem-lit/aesthetic-science-expression-general-linguistic>

<http://portal.acm.org/citation.cfm?id=993364&dl=GUIDE&coll=GUIDE>

<http://www.sfs.uni-tuebingen.de/linguist/issues/18/18-3702.html>

<http://www.sepln.org/revistaSEPLN/revista/39/19.pdf>

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

The use of Turn-it-in.com software program to detect 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.)

Lecture rooms should be large enough to accommodate the number of registered students

2. Computing resources

Laptop computer - projector system

3. Other resources (specify --eg. 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

1. Midterm evaluation feed-back form to increase instructor's awareness of the weak and strong points of the class

2. End of term college evaluation of course by students (to be collected by the department)

3. End-of-term debriefing in class of students and teacher regarding what went well and what could have gone better

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

2 Other Strategies for Evaluation of Teaching by the Instructor or by the Department

1. Peer observation to benefit from colleagues' objective feedback and suggestions for improvement.

3 Processes for Improvement of Teaching

1. Training sessions
2. Workshops to facilitate the exchange of experiences amongst faculty members
3. Regular meetings where problems are discussed and solutions given
4. Discussion of challenges in the classroom with colleagues and supervisors
5. Encouragement of faculty members to attend professional development conferences.
6. Keep up to date with pedagogical theory and practice
7. Set goals for achieving excellence in teaching at the beginning of each new semester after reviewing last semester's teaching strategies and results

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)

1. Check marking of a sample of examination papers either by a resident or visiting faculty member
2. Students who believe they are under graded can have their papers checked by a second reader

5 Describe the planning arrangements for periodically reviewing course effectiveness and planning for improvement.

1. Compare syllabi and course description with other universities (including those on the net)
2. Bi-annual meetings of faculty members to discuss improvement
3. Have a curriculum review committee to review the curriculum periodically and suggest improvements

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