

ATTACHMENT 5.

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

**T6. Course Specifications
(CS)**

Course Specifications

Institution	Date
<i>King Khalid University</i>	<i>April 2016</i>
College/Department	<i>Faculty of Languages & Translation / English Department</i>

A. Course Identification and General Information

1. Course title and code: <i>English Phonetics ENG 321</i>			
2. Credit hours 3			
3. Program(s) in which the course is offered. (If general elective available in many programs indicate this rather than list programs) <i>BA in English</i>			
4. Name of faculty member responsible for the course <i>Dr. Yahya Asiri</i>			
5. Level/year at which this course is offered <i>Level 5</i>			
6. Pre-requisites for this course (if any)			
7. Co-requisites for this course (if any)			
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" value="15"/>
c. e-learning	<input type="text"/>	What percentage?	<input type="text" value="15"/>
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?

The main purpose of this course is to familiarize students with the basics of articulatory phonetics.

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)

- *Using smart phones' applications that deal with English Phonetics.*
- *Using websites that offer additional material as well as online quizzes.*
- *Using the Whatsapp application for discussions.*
- *Using the Blackboard.*

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

Course Description:

This course aims at introducing the basic concepts of phonetics, branches of phonetics, organs of speech and speech production mechanism. The course will also shed light on different varieties of English, letters and speech sounds will be discussed. The course, then, moves to clarifying speech sounds i.e. consonants and vowels. Consonants and vowels are discussed in details. Students end the course by practicing phonemic transcription.

1. Topics to be Covered

List of Topics	No. of Weeks	Contact hours
<i>Introduction to phonetics, branches of phonetics, spelling and speech sounds; letters and phonemic symbols, British and American pronunciation & the IPA</i>	2	6
<i>Organs of speech, stages of making speech sounds, vowels and consonants</i>	2	6
<i>Consonants: states of the glottis, place and manner of articulation.</i>	3	9

<i>Full articulatory description of English Consonants.</i>	1	3
<i>Vowels: states of the muscles (tense vs. lax vowels), Tongue vertical and horizontal movements, states of the lips (rounded versus unrounded), Vowel classification: simple vowels i.e. monophthongs and Complex vowels i.e. diphthongs and triphthongs.</i>	3	9
<i>Transcription: types and exercises on phonemic transcription.</i>	4	12

2. Course components (total contact hours and credits per semester):						45 Hours
	Lecture	Tutorial	Laboratory or Studio	Practical	Other:	Total
Contact Hours	45					45
Credit	3					3

3. Additional private study/learning hours expected for students per week.	3
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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.			
<p>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.)</p>			
Code #	NQF Learning Domains And Course Learning Outcomes	Course Teaching Strategies	Course Assessment Methods
1.0	Knowledge <i>By the end of this course, students will be able to demonstrate knowledge and understanding of:</i>		
1.1	<i>Definition of phonetics, its branches and differences between phonetics and phonology.</i>	<ul style="list-style-type: none"> - Lectures - Class discussions 	<ul style="list-style-type: none"> - Quizzes - Exams
1.2	<i>Organs of speech and speech production mechanism.</i>	<ul style="list-style-type: none"> - Lectures - Websites - Blackboard 	<ul style="list-style-type: none"> - Quizzes - Exams - Homework

1.3	<i>Differences between letters and phonemic symbols, the IPA and British and American pronunciation.</i>	<ul style="list-style-type: none"> - Lectures - Class discussions - Applications 	<ul style="list-style-type: none"> - Quizzes - Exams
1.4	<i>The basic sound system and structure of English and differences between consonants and vowels.</i>	<ul style="list-style-type: none"> - Lectures - Class discussions 	<ul style="list-style-type: none"> - Quizzes - Exams
1.5	<i>Consonants: states of the glottis, place and manner of articulation, articulatory description of consonants.</i>	<ul style="list-style-type: none"> - Lectures - Class discussions - Websites 	<ul style="list-style-type: none"> - Quizzes - Exams - Homework
1.6	<i>Vowels: states of the muscles (tense vs. lax vowels), Tongue vertical and horizontal movements, states of the lips (rounded versus unrounded), Vowel classification: simple vowels i.e. monophthongs and complex vowels i.e. diphthongs and triphthongs.</i>	<ul style="list-style-type: none"> - Lectures - Class discussions - Websites 	<ul style="list-style-type: none"> - Quizzes - Exams - Homework
1.7	<i>Transcription: types and exercises on phonemic transcription.</i>	<ul style="list-style-type: none"> - Lectures - Class discussions - Websites - Dictionaries 	<ul style="list-style-type: none"> - Quizzes - Exams - Homework
2.0	Cognitive Skills		
	<i>By the end of this course, students will be able to:</i>		
2.1	<i>Pronounce speech sounds correctly.</i>	<ul style="list-style-type: none"> - Lectures - Peer/group work - Websites 	<ul style="list-style-type: none"> - Oral quizzes - Websites
2.2	<i>Differentiate between L1 and L2 speech sounds.</i>	<ul style="list-style-type: none"> - Lectures 	<ul style="list-style-type: none"> - Quizzes
2.3	<i>Recall the correct state of the glottis, place, and the manner of articulation for each consonant sound.</i>	<ul style="list-style-type: none"> - Lectures 	<ul style="list-style-type: none"> - Quizzes - Exams
2.4	<i>Recognize various types of vowels within syllables.</i>	<ul style="list-style-type: none"> - Lectures - Individual tutoring 	<ul style="list-style-type: none"> - Oral quizzes - Exams
2.5	<i>Transcribe words phonemically.</i>	<ul style="list-style-type: none"> - Lectures - Peer/group work - Websites 	<ul style="list-style-type: none"> - Quizzes - Exams
3.0	Interpersonal Skills & Responsibility		
	<i>By the end of this course, students will be able to:</i>		
3.1	<i>Communicate more effectively inside the class and in their daily lives.</i>	<ul style="list-style-type: none"> - Group work 	
3.2	<i>Identify mistakes in pronunciation and correct them.</i>	<ul style="list-style-type: none"> - Group work 	
4.0	Communication, Information Technology, Numerical		
	<i>By the end of this course, students will be able to:</i>		
4.1	<i>Use different phonetic applications.</i>	<ul style="list-style-type: none"> - Providing students with the required applications, websites and how to use them. 	<ul style="list-style-type: none"> - Individual tutoring - Blackboard statistics
4.2	<i>Use different websites to improve their pronunciation</i>		
4.3	<i>Use the Blackboard effectively.</i>		
5.0	Psychomotor		
5.1			
5.2			

5. Map course LOs with the program LOs. (Place course LO #s in the left column and program LO #s across the top.)

Course LOs #	Program Learning Outcomes (Use Program LO Code #s provided in the Program Specifications)											
	1.1	1.2	1.3	1.4	2.1	2.2	2.3	2.4	3.1	3.2	4.1	4.2
1.1												
1.2												
1.3												
1.4												
1.5												
1.6												
1.7												
2.1												
2.2												
2.3												
2.4												
2.5												
3.1												
3.2												
4.1												
4.2												
4.3												

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	<i>1st Mid-term Exam</i>	<i>Week 7</i>	<i>20 %</i>
2	<i>2nd Mid-term Exam</i>	<i>Week 13</i>	<i>20%</i>
3	<i>Quizzes and assignments</i>		<i>10%</i>
4	<i>Final Exam</i>	<i>End of the Semester</i>	<i>50%</i>

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)

Office Hours: 10 hours per week.

Email: available daily

Whatsaap: available daily

E Learning Resources

1. List Required Textbooks

Carr, Philip. (1999). English phonetics and phonology: An Introduction. UK: Blackwell Publishing.

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

3. List Recommended Textbooks and Reference Material (Journals, Reports, etc)

Roach, Peter. 2000. English Phonetics & Phonology: A Practical Course. 3rd Ed. Cambridge: Cambridge University Press

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

- Blackbord
- Youtube
- Whatsapp
- <http://www.bbc.co.uk/learningenglish/english/features/pronunciation>

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

- *Smart phones' 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.) <i>Classroom size and number of registered students should match. Number of students in different sections should be equal.</i>
2. Computing resources (AV, data show, Smart Board, software, etc.) <i>A laptop and a data show are needed.</i>
3. Other resources (specify, e.g. if specific laboratory equipment is required, list requirements or attach list)

G Course Evaluation and Improvement Processes

1 Strategies for Obtaining Student Feedback on Effectiveness of Teaching - <i>Completion of course evaluation questionnaire by students at the end of each semester.</i>
2 Other Strategies for Evaluation of Teaching by the Instructor or by the Department - <i>Peer observation</i>
3 Processes for Improvement of Teaching - <i>Workshops</i> - <i>Regular meetings between course coordinator and instructors.</i>

<p>- <i>Orientation for new instructors .</i></p>
<p>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)</p> <ul style="list-style-type: none">- <i>Establishing guidelines for uniformity, objectivity, and fairness of evaluation standards by the department.</i>- <i>Mutual checking of random samples of examination papers by coordinators and other teachers of the same course.</i>
<p>5 Describe the planning arrangements for periodically reviewing course effectiveness and planning for improvement.</p> <ul style="list-style-type: none">- <i>Comparing course specification with similar departments nationally.</i>- <i>Holding bi-annual meetings of faculty members to discuss improvement</i>- <i>Have a curriculum review committee to review the curriculum periodically and suggest improvements</i>

Name of Instructor: *Dr. Yahya Asiri*

Signature: _____

Date Report Completed: *April 2016*

Name of Field Experience Teaching Staff _____

Program Coordinator: _____

Signature: _____

Date Received: _____