

ATTACHMENT 5.

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

**T6. Course Specifications
(CS)**

Course Specifications

Institution: King Khalid University	Date: 14/4/2016
College/Department: Faculty of Languages and Translation / Department of English	

A. Course Identification and General Information

1. Course title and code: Phonology (ENG 325)		
2. Credit hours: 3 Credit Hours		
3. Program(s) in which the course is offered: B.A. in English Language and Literature		
4. Name of faculty member responsible for the course: Dr. Ahmad Mahmoud Sweity		
5. Level/year at which this course is offered: 6 th Level/ 3 rd Year		
6. Pre-requisites for this course (if any): Phonetics (ENG 321)		
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"/> at percentage?	<input type="text" value="90%"/>
b. blended (traditional and online)	<input type="text"/> at percentage?	<input type="text" value="10%"/>
c. e-learning	<input type="text"/> percentage?	<input type="text"/>
d. correspondence	<input type="text"/> at percentage?	<input type="text"/>
f. other	<input type="text"/> percentage?	<input type="text"/>
Comments: Classroom Lectures are supplemented with additional materials through Blackboard		

B Objectives

<p>1. What is the main purpose for this course?</p> <ul style="list-style-type: none"> To help students understand the essential concern of phonology as a study of abstract or mental aspect of speech sounds as a sound system rather than the actual physical properties of the articulated speech sounds. To help students make a clear distinction between the essential segmental and suprasegmental aspects of phonology. To understand and analyze the segmental aspects of phonology: 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. To understand and analyze the suprasegmental aspects of phonology: syllable structure, phonetics, word and sentence stress, tone and intonation.
<p>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)</p> <p>Such objectives will be achieved though the following plans and techniques: Lecturing, class discussion, group discussion, homework and in-class assignments, use of blackboard facilities, use of the library resources, and search phonetic topics in the internet.</p>

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

1. Topics to be Covered		
List of Topics	No. of Weeks	Contact Hours
Review of Phonetics: Consonants, and Vowels, Phonemic Transcription	1	3
Phonetics & Phonology, Phonemes; and Allophones	1	3
Phonological Analysis: minimal pairs/sets, contrastive distribution, free variation	1	3
Phonological Analysis: complementary distribution, phonetic similarity & natural classes, neutralization	1	3
Common allophones of English phonemes, phonological rules	1	3
Phonological Process: Assimilation, Dissimilation	1	3
Phonological Process: Epenthesis, Deletion, Vowel Reduction, Metathesis.	1	3
The Syllable: Syllable Structure, Syllable Template, Syllable Tree, Obligatory Versus Optional Elements	1	3
Syllable Patterns; Syllable Types: Open/ Closed; Light/Heavy; Weak/ Strong	1	3

Phonetics Constraints: Initial & Final Consonant Clusters: Sonority Hierarchy	1	3
Syllabication, Ambisyllabicity; Maximum Onset Principle	1	3
Suprasegmentals: Word Stress, Sentence Stress	2	6
Suprasegmentals: Tone, Intonation Patterns	2	6

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

3. Additional private study/learning hours expected for students per week.	N/A
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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		
	1.1 Distinguish between the concern of phonetics and phonology 1.2 Distinguish between distinctive speech sounds (phonemes) and non-distinctive	1. Lectures 2. Class discussion 3. Drills in phonetic description,	1. Class participation 2. Quizzes and assignments 3. Class presentations

	<p>speech sounds (allophones)</p> <p>1.3 Compare and contrast speech sounds in term of their distinctive features</p> <p>1.4 Describe the effects of phonological processes on English words and phrases in connected speech</p> <p>1.5 Know how to formulate allophonic variation and phonological processes in phonological rules</p> <p>1.6 Render words in phonetic (narrow) transcription</p> <p>1.7 Know various aspects of the syllable structure, phonotactic and syllabication rules</p> <p>1.8 Know how to pronounce English words, phrases and utterances with the correct stress and intonation</p>	<p>pronunciation, and transcription</p> <p>4. Collaborative learning/Team work</p> <p>5. E-learning</p>	<p>4. Research papers</p> <p>5. Two midterm exams and a final exam</p>
2.0	Cognitive Skills		
	<p>2.1 Ability to think critically and analytically</p> <p>2.2 Ability to use standard and academic English</p> <p>2.3 Ability to make sound judgments after reading some information.</p> <p>2.4 Ability to do research and to make use of information from primary and secondary sources in support of a valid thesis and argument</p>	<p>1. Lectures for teaching students how to read attentively and critically.</p> <p>2. Class discussions for teaching students to think independently and engage in group discussions</p> <p>3. Encourage individual meetings of students with the instructor to discuss paper topics</p>	<p>1. Class participation</p> <p>2. Presentations</p> <p>3. Research papers</p> <p>4. Midterm exams</p> <p>5. Group assignments</p>
3.0	Interpersonal Skills & Responsibility		
	<p>3.1 Students can complete both reading and writing assignments in due time</p> <p>3.2 Students can participate in class discussion and think critically.</p> <p>3.3 Students can act responsibly and ethically in carrying out individual as well as group projects</p> <p>3.4 projects</p> <p>3.5 Students have the necessary skills to</p>	<p>1. Lectures in which students are made aware of the significance of time management.</p> <p>2. Discussions with students on ethical behavior in conducting research.</p>	<p>1. Active class participation reflects the students ability to keep up with the reading schedule</p> <p>2. Performance on midterms and final exams are evidence of the student's ability to</p>

	communicate, listen, negotiate, and evaluate their strengths and weaknesses as members of a t	<ol style="list-style-type: none"> 3. Individual counseling 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 peers. 	<p>recollect and synthesize information</p> <ol style="list-style-type: none"> 3. Instructor's assessment of student's performance and seriousness during individual supervision hours
4.0	Communication, Information Technology, Numerical Skills		
	<ol style="list-style-type: none"> 4.1 Use of electronic journals and data basis 4.2 Use of blackboard online facilities 4.3 Use of PowerPoint and Data show presentations 4.4 Introduction to blogging and commenting on blog articles 	<ol style="list-style-type: none"> 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 assignments and coach students in how to carry them out 	<ol style="list-style-type: none"> 1. Give marks for the use of web-based material in students' presentations. 2. Distribute at beginning basics of assignment so students know what they will be evaluated on
5.0	Psychomotor		
	N/A	N/A	N/A

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 #	<p style="text-align: center;">Program Learning Outcomes (Use Program LO Code #s provided in the Program Specifications)</p>

	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	√											
2.1					√							
2.2					√							
2.3										√		
3.1									√			
3.2									√			
4.1											√	
4.2											√	

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	First midterm exam	7 th week	20%
2	Second midterm exam	13 th week	20%
3	Quizzes and assignment	various weeks	10%
4	Final exam	16 th week	50%

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)

- 5 office hours per week.
- Additional hour(s), if needed, will be set by appointments with the students.

E Learning Resources

1. List Required Textbooks

Carr, Philip. 1999. *English Phonetics & Phonology: An Introduction*. London: Blackwell. (Chapters 5 -11)

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

Anderson, Stephen R. 1985. *Phonology in the Twentieth Century*. Chicago: the University of Chicago Press.

Clark, J & Yallop C. 2001. *An Introduction to Phonetics and Phonology*, 2nd ed. Oxford: Blackwell

Lass, Roger .1985. *Phonology: An Introduction to Basic Concepts*. Cambridge: Cambridge University Press.

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

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

- **Longman Dictionary of Contemporary English**
- **Oxford Advanced Learner's Dictionary**

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

- Blackboard online facilities, internet search capabilities

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

- Use of some relevant **audio CD's** for aural drills

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.)

- Lecture room

2. Computing resources (AV, data show, Smart Board, software, etc.)

- Use of data show for power point presentation
- Students are encouraged to use the Language Enhancement Program (LEP)

3. Other resources (specify, e.g. if specific laboratory equipment is required, list requirements or attach list)

- N/A

G Course Evaluation and Improvement Processes

1 Strategies for Obtaining Student Feedback on Effectiveness of Teaching

- Confidential completion of standard course evaluation questionnaire by students at the end of each semester
- Occasional student-faculty meetings to get students' feedback

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

	<ul style="list-style-type: none">• In-class observation by other colleagues• Peer observation• Observation by external experts
3	Processes for Improvement of Teaching <ul style="list-style-type: none">• Workshops by internal and external experts• Coordination between teachers of different sections of the same course• Training and orientation for new instructors of the course
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) <ul style="list-style-type: none">• Establishing guidelines for uniformity, objectivity, and fairness of evaluation standards by the department• Mutual checking of random samples of examination papers by coordinators and other teachers of the same course
5	Describe the planning arrangements for periodically reviewing course effectiveness and planning for improvement. <ul style="list-style-type: none">• Regular meetings between teachers and course coordinator• Regular meetings by The Curriculum Review Committee• Departmental council meetings to discuss and finalize proposals made by the Curriculum Review Committee

Name of Instructor: Dr. Ahmad Mahmoud Sweity

Signature: _____

Date Report Completed: 14/4/2016

Name of Field Experience Teaching Staff:

Program Coordinator:

Signature: _____

Date Received: