اعتماد
NCAAA

T4

2020

Course Specifications

Course Title:	Phonology
Course Code:	ENG-3/461
Program:	Bachelor's Program in English
Department:	English Department
College:	Jazan (Male and Female Campus), Samtah (Female Campus), Darb (Female Campus), and Farasan (Female Campus)
Institution:	Jazan University

Table of Contents

A. Course Identification

1. Credit hours: **3 Hours**
2. Course type
a. University ☐ College ☐ Department ☑ Others ☐
b. Required ☑ Elective ☐
3. Level/year at which this course is offered: **Level 5 / Third Year**
4. Pre-requisites for this course (if any)**: ENG -3/352 Introduction to Linguitics**
5. Co-requisites for this course (if any)**: None**

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	**Distance learning**		
5	**Other**		
	Total		

7. Contact Hours (based on academic semester)

No	Activity	Contact Hours
1	**Lecture**	**45**
2	**Laboratory/Studio**	
3	**Tutorial**	
4	**Others** (specify)	
	Total	**45**

B. Course Objectives and Learning Outcomes

1. Course Description

: the main purpose of this course is orient students to the suprasegmental features of phonology starting from the very concept of the syllable. The course then moves on to word stress in simple, compound, and complex and how weak forms are pronounced in a sentence. Then, concepts related to rhythm, assimilation, linking and elision are presented before moving on to the most challenging part of suprasegmental phonology – intonation and its functions. The course concludes with a chapter on varieties of English.

2. Course Main Objective

The teacher intends to fulfil the following objectives in the course. The key objectives of the course are to
- ✓ Orient students to the concept of the syllable and how to understand syllable division in polysyllabic words

- ✓ Demonstrate how stress is placed in simple words based on a set of criteria
- ✓ Illustrate the use of stress in compound and complex words based on the parts of speech and on the prefixes and suffixes
- ✓ Explain the use of weak forms in regular speech
- ✓ Provide an overview of distinctive features
- ✓ Distinguish between stress-timed and syllable-timed rhythm,
- ✓ Describe types of assimilation, linking and elision
- ✓ Facilitate understanding of intonation patterns, functions, and parts of the tone unit.
- ✓ Develop a clear and lucid idea regarding the varieties of English

3. Course Learning Outcomes

	CLOs	Aligned PLOs
1	**Knowledge and Understanding :The students will be able to**	
1.1	Explain definitions, concepts, and rules pertaining to phonology.	K2
2	**Skills: The students will be able to**	
2.1	Distinguish between stress in simple, compound, and complex words.	S1
2.2	Analyze functional words in their strong and weak forms depending on set criteria	S1
2.3	Compare and contrast between different types of phonemic analysis, rhythm, and aspects of connected speech	S2
3	**Values:**	
3.1	Reinforce the value of excellence through collaborative and continuous learning.	V2

C. Course Content

No	List of Topics	Contact Hours
1	Introduction into phonology , the syllable, nature, structure &division	3
2	Strong and weak syllables	6
3	Stress in simple words	6
4	Complex word stress	3
5	Weak Forms	6
6	Aspects of connected speech , rhythm & assimilation, elision and linking	6
7.	Intonation 1	3
8.	Intonation 2	2
9.	Functions of intonations 1	3
10.	Phonological problems	3
11.	Research project	2
12.	Revision	2
Total		45

D. Teaching and Assessment

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

Code	Course Learning Outcomes	Teaching Strategies	Assessment Methods
1.0	**Knowledge and Understanding**		

Code	Course Learning Outcomes	Teaching Strategies	Assessment Methods
1.1	Explain definitions, concepts, and rules pertaining to phonology.	Lectures , tutorials, pair work, group discussion	**Type of Assessment:** Quiz, Midterm, Worksheets, Final Exam **Nature of Questions:** MCQs, true/false, matching, fill in the blanks, subjective questions
2.0	**Skills**		
2.1	Distinguish between stress in simple, compound, and complex words.	Lectures , tutorials, pair work, group discussion	**Type of Assessment:** Quiz, Midterm, Worksheets, Final Exam **Nature of Questions:** MCQS, matching , True / False fill in the blanks, Mark primary stress, subjective questions Mark stress on the following words and fill in the table with information regarding stress placement
2.2	Analyze functional words in their strong and weak forms depending on set criteria	Lectures , tutorials, pair work, group discussion	**Type of Assessment:** Worksheets, Quiz, Midterm, Final Exam **Nature of Questions:** MCQS, matching , True / False fill in the blanks, Transcribe the underlined weak forms in the following sentences, Write S if the following underlined words are strong forms or W if they are weak forms in the space provided, subjective questions
2.3	Compare and contrast between different types of phonemic analysis, rhythm, and aspects of connected speech	Lectures , tutorials, pair work, group discussion	**Type of Assessment:** Quiz, Midterm, Worksheets, Final Exam **Nature of Questions:** Fill in the blanks, MCQs, True or False, Matching, Prepare a one-phoneme analysis and a two-phoneme analysis of the following, Analyse the following sentence in terms of stress-timed rhythm and syllable-timed rhythm, subjective questions
3.0	**Values**		
3.1	Reinforce the value of excellence through collaborative and continuous learning.	Tutorials, pair work, group discussion	Questions related to intonation patterns & functions and phonological problems

2. Assessment Tasks for Students

#	Assessment task*	Week Due	Percentage of Total Assessment Score
1	Quiz 1	6	10%
2	Mid – Term / Make Up	9	20%
3	Project presentation	10	10%
4	Final Exam	15 - 17	60%
	Total		**100**

*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 :

Each course teacher has 10 office hours per week where he or she offers academic guidance.

Further, every student is allotted an academic counsellor who helps in solving academic or behavioural issues and who sometimes acts as a bridge between the student and the course teacher in case the student feels embarrassed or shy to confide in the course teacher

F. Learning Resources and Facilities

1. Learning Resources

Required Textbooks	**Roach, Peter. 2000. English Phonetics & Phonology: A Practical** Course. 4th Ed. Cambridge: Cambridge University Press.
Essential References Materials	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. **Noam Chomsky and Morris Hall. 1968 : The Sound Pattern of English (freque**ntly referred to as SPE) .1st Ed. Harper & Row
Electronic Materials	Internet presentations
Other Learning Materials	CD & flash memory

2. Facilities Required

Item	Resources
Accommodation (Classrooms, laboratories, demonstration rooms/labs, etc.)	Classroom with not more than 25 students would be ideal for teaching such courses
Technology Resources	Projectors and screens; smart boards would be a blessing indeed

Item	Resources
(AV, data show, Smart Board, software, etc.)	
Other Resources (Specify, e.g. if specific laboratory equipment is required, list requirements or attach a list)	A language laboratory would be of great help to teachers and students in helping them understanding connected speech, stress, and intonation.

G. Course Quality Evaluation

Evaluation Areas/Issues	Evaluators	Evaluation Methods
Effectiveness of Teaching	Course Teachers, Teaching and Learning Unit, Students, Program Leaders	Formative and Summative Assessment (Direct), Student Evaluation (Indirect)
Achievement of CLOs	Course Teachers, Teaching and Learning Unit, Program Leaders	Formative and Summative Evaluation (Direct), Course Report, CLO Excel Worksheet (Indirect)
Quality of Learning Resources	Course Teaching, Teaching and Learning Unit, Program Leaders, Students	Formative and Summative Evaluation (Direct), Course Report, Student Evaluation (Indirect)

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

Council / Committee	
Reference No.	
Date	