



Course Specifications

Course Title:	English Phonetics
Course Code:	ENG-3/ 351
Program:	Bachelor Program in English Language
Department:	English Department
College:	Jazan (Male and Female Campus), Samtah (Female Campus), Ardha (Female Campus) Dayer (Female Campus), Darb (Female Campus), and Farasan (Female Campus)
Institution:	Jazan University

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A. Course Identification

1. Credit hours: 3 hours
2. Course type
a. University <input type="checkbox"/> College <input type="checkbox"/> Department <input checked="" type="checkbox"/> Others <input type="checkbox"/>
b. Required <input checked="" type="checkbox"/> Elective <input type="checkbox"/>
3. Level/year at which this course is offered: Level 4 / 3 rd Year
4. Pre-requisites for this course (if any): Introduction to Linguistics (Level 3)
5. Co-requisites for this course (if any): NA

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		

7. Contact Hours (based on academic semester)

No	Activity	Contact Hours
1	Lecture	45
2	Laboratory/Studio	
3	Tutorial	
4	Others (specify) Discussion + Study + Assignments	
	Total	45

B. Course Objectives and Learning Outcomes

1. Course Description

This course is for three credit hours. It introduces the students to the study of Articulatory Phonetics of English. It deals with the human organs of speech; and articulation – the study of the consonant and vowel sounds which the human vocal apparatus is capable of producing. Throughout the course, students will get extensive training on the practical side of pronunciation and phonetic transcription (International Phonetic Alphabet) together with the theoretical presentation of speech production mechanisms and basic terminology used in phonetics.

2. Course Main Objective

This course is to get students acquainted with the fundamental notions of contemporary phonetics, including the basics of articulatory phonetics, speech sounds and their classification, segmental, and some basic analysis and transcription skills which can contribute to improving their own pronunciation.

The main objectives of this course are to:

- Provide a clear understanding of basic concepts related to phonetics.
- Enable learners to identify the 44 speech sounds.

- Explain the place and manner of articulation of the 24 consonant sounds
- Demonstrate transcription of words and individual phonemes to students using International Phonetic Alphabet.

Facilitate learning strategies to enable learners to achieve comprehensible pronunciation in academic and professional contexts.

3. Course Learning Outcomes

CLOs		Aligned PLOs
1	Knowledge and Understanding:	
1.1	Define and explain principles and concepts of phonetics	K2
1.2	Identify and label the various organs of speech	K2
1.3	Recognize vowel and consonant sounds in words	K2
2	Skills :	
2.1	Classify sounds according to the place and manner of articulation, and position of the vocal cords	S1
2.2	Analyse parts of the syllable in monosyllabic words	S2
3	Values:	
3.1	Apply peer-learning practices in articulation of phonetic difficulties	V2

C. Course Content

No	List of Topics	Contact hours
1	Introduction - Introduction to Linguistics, Branches of Linguistics, Types of Phonetics: Articulatory, Auditory and acoustics	3
2	The Production of speech sounds - Articulators above the Larynx, Active articulators and passive articulators	3
3	Vowel and Consonant - Definitions of Vowels and consonants, How vowels are different from each other, Shape and position of the tongue, Descriptive labels of Vowels, Quadri-lateral diagram, International Phonetics Association	6
4	English short vowels - Symbols, Quadri-lateral diagram, Lip position, Schwa, Short vowels contrasted (minimal pairs)	6
5	English long vowels - Symbols, Quadri-lateral diagram, Lips position	3
6	Pure vowel, diphthong, triphthong - Definitions, Classification of diphthongs, Descriptive labels on the Quadri-lateral diagram	3
7	Voicing and Consonants - The larynx-vocal folds-glottis, Different states of the vocal folds, Position for vocal folds, Respiration and voicing, Different subglottal pressures, Plosive, Four phases of plosives	3
8	English Plosives - Voiced and voiceless or fortis and lenis, Symbols and transcription, Description of the plosives (place of articulation, manner of articulation and state of the glottis), Consonants initial medial and final positions	3
9	Phoneme - Phone, allophone, Phonemic transcription	4
10.	Fricatives and affricates - Definition, Description (place of articulation manner of articulation and voicing)	3
11.	Nasals and Other consonants	2

	- Definition, Description (place of articulation, manner of articulation and voicing)	
12.	The syllable - Definition, The nature of syllable, Syllable structure (onset, peak, coda), Phonotactics, Consonant cluster, The structure of English syllable (initial and final cluster models), Syllable division	6
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		
1.1	Define and explain principles and concepts of phonetics	Lecture, group discussion, pair work and classroom activities using visual aids	Type of Assessment: Quiz, Midterm, Worksheets, Final Exam Nature of Questions: MCQs, true/false, matching, subjective questions
1.2	Identify and label the various organs of speech	Lecture, group discussion, pair work and classroom activities using visual aids	Type of Assessment: Same as above Nature of Questions: Questions related to labelling organs of speech, short questions, paragraph question
1.3	Recognize vowel and consonant sounds in words	Lecture, group discussion, pair work and classroom activities using visual aids	Type of Assessment: Same as above Nature of Questions: MCQs, true / false, matching, identifying the underlined sounds and subjective questions
2.0	Skills		
2.1	Classify sounds according to the place and manner of articulation, and position of the vocal cords	Group discussion, pair work and classroom activities	Type of Assessment: Same as above Nature of Questions: Questions on voiced and voiceless sounds, the three-term label, fill in the blanks, MCQs, true or false, and subjective questions
2.2	Analyze and distinguish between parts of the syllable in monosyllabic words	Group discussion, pair work and classroom activities	Type of Assessment: Same as above Nature of Questions: Find out the parts of the syllables, true or false, fill in the blanks, subjective questions
3.0	Values		
3.1	Apply peer-learning practices in articulation of phonetic difficulties	pair work and classroom activities	Type of Assessment: Same as above Nature of Questions: Related to articulation

2. Assessment Tasks for Students

#	Assessment task*	Week Due	Percentage of Total Assessment Score
1	Quiz	5	10
2	Mid-term exam	8	20
3	Assignment / Presentation / Discussion	11	10
4	Final Exam	15	60
5	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:

Students are assigned an academic advisor who meets them individually and on a regular basis in order to know the challenges, difficulties or any other concerns that they have towards each course. Students are allotted specific hours to come and discuss their concerns. The instructor is informed about each student's status by the advisor. Thus, development plans are arranged and implemented.

F. Learning Resources and Facilities

1. Learning Resources

Required Textbooks	English Phonetics and Phonology by Peter Roach (4th Edition)
Essential References Materials	An Outline of English Phonetics by Daniel Jones
Electronic Materials	https://www.vocabulary.co.il/phonics/ http://www.elconcourse.com/training/courses/transcription1/transcription.html
Other Learning Materials	PHONICS CARDS

2. Facilities Required

Item	Resources
Accommodation (Classrooms, laboratories, demonstration rooms/labs, etc.)	Language Laboratory
Technology Resources (AV, data show, Smart Board, software, etc.)	Projector, Software, Smart Board
Other Resources (Specify, e.g. if specific laboratory equipment is required, list requirements or attach a list)	We need a separate audio and a video laboratory. One will find a variety of phonics software for teaching phonetics through gamification.

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	2020-10-17