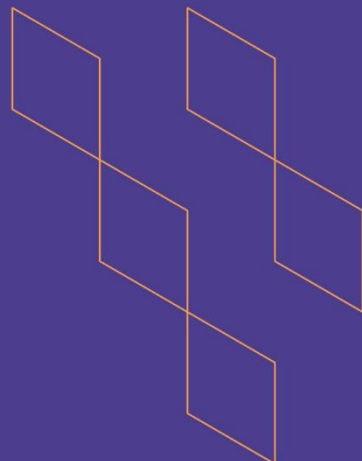




T-104  
2022

## Course Specification



Course Title: *Phonetics*

Course Code: *ENG-3/ 244*

Program: *Bachelor Program in English Language*

Department: *English Department*

College: *Jizan (Male and female Campuses), Samtah University College, Darb University College, Farazan University College*

Institution: *Jazan University*

*Enter Institution Name.*

Version: *Course Specification Version Number*

Last Revision Date: *Pick Revision Date.*



## Table of Contents:

Content	Page
A. <i>Course Identification.</i>	
6. Mode of Instruction (mark all that apply).	4
B. <i>Course Learning Outcomes (CLOs), Teaching Strategies and Assessment Methods</i>	3.5
C. Course Content	7
D. Teaching and Assessment	5
1.Alignment of Course Learning Outcomes with Teaching Strategies and Assessment Methods.	
2.Assessment Tasks for Students..	
E. <i>Student Academic Counseling and Support</i>	6
F. <i>Assessment of Course Quality</i>	6
Evaluation areas ( <i>e.g.</i> , Effectiveness of teaching and assessment, Extent of achievement of course learning)	6



outcomes, Quality of learning resources, etc.)

**Evaluators** (Students, Faculty, Program Leaders, Peer Reviewer, Others (specify)

**Assessment Methods** (Direct, Indirect)

G. Specification Approval Data

7

H. Specification Approval Data





## A. General information about the course:

Course Identification	
1. Credit hours:	3hours
2. Course type	
a.	University <input type="checkbox"/> College <input type="checkbox"/> Department <input checked="" type="checkbox"/> Track <input 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 / 2nd Year
4. <i>Pre-requisites for this course</i> (if any): Introduction to Linguistics (Level 3)	
5. . Co- requirements for this course (if any): NA	

## 2. Contact Hours (based on the academic semester)

No	Activity	Contact Hours
1.	Lectures	33
2.	Laboratory/Studio	
3.	Field	
4.	Tutorial	
5.	<i>Others</i> ( Discussion + Study + Assignments)	
	Total	33



## B. Course Learning Outcomes (CLOs), Teaching Strategies and Assessment Methods

Code	Course Learning Outcomes	Code of CLOs aligned with program	Teaching Strategies	Assessment Methods
1.0	Knowledge and understanding			
1.1	Define and explain principles and concepts of phonetics	K1	Lecture, group discussion, pair work and classroom activities using visual aids	<p><b>Type of Assessment:</b></p> <p>Quiz, Midterm, Worksheets, Final Exam</p> <p><b>Nature of Questions:</b></p> <p>MCQs, true/false, matching, subjective questions</p>
1.2	Identify and label the various organs of speech	K2	Lecture, group discussion, pair work and classroom activities using visual aids	<p><b>Type of Assessment:</b></p> <p>Same as above</p> <p><b>Nature of Questions:</b></p> <p>Questions related to labelling organs of speech, short questions, paragraph questions</p>
1.3	Recognize vowel and consonant sounds in words	K2	Lecture, group discussion, pair work and classroom activities using visual aids	<p><b>Type of Assessment:</b></p> <p>Same as above</p> <p><b>Nature of Questions:</b></p>





Code	Course Learning Outcomes	Code of CLOs aligned with program	Teaching Strategies	Assessment Methods
				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	S1	Group discussion, pair work and classroom activities	<p><b>Type of Assessment:</b></p> <p>Same as above</p> <p><b>Nature of Questions:</b></p> <p>Questions on voiced and voiceless sounds, the three-term label, fill in the blanks, MCQs, true or false, and subjective questions</p>
2.2	Analyze and distinguish between parts of the syllable in monosyllabic words	S1	Group discussion, pair work and classroom activities	<p><b>Type of Assessment:</b></p> <p>Same as above</p> <p><b>Nature of Questions:</b></p> <p>Find out the parts of the syllables, true or false, fill in the blanks, subjective questions</p>
...				





Code	Course Learning Outcomes	Code of CLOs aligned with program	Teaching Strategies	Assessment Methods
3.0	Values,			
3.1	Apply peer-learning practices in articulation of phonetic difficulties	V2	pair work and classroom activities	<b>Type of Assessment:</b> Same as above  <b>Nature of Questions:</b> Related to articulation
3.2				
...				

## C. Course Content

No	List of Topics	Contact Hours
1.	<b>Introduction</b> - Introduction to Linguistics, Branches of Linguistics, Types of Phonetics: Articulatory, Auditory and acoustics	2
2.	<b>The Production of speech sounds</b> - Articulators above the Larynx, Active articulators and passive articulators	3
3.	<b>Vowel and Consonant</b> - 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	3
4	Symbols, Quadri-lateral diagram, Lip position, Schwa, Short vowels contrasted (minimal pairs)	3
5	<b>English long vowels</b>	3





	- Symbols, Quadri-lateral diagram, Lips position	
6	<b>Pure vowel, diphthong, triphthong</b> - Definitions, Classification of diphthongs, Descriptive labels on the Quadri lateral diagram	3
7	<b>Voicing and Consonants</b> - 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	<b>English Plosives</b> - 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	<b>Phoneme</b> - Phone, allophone, Phonemic transcription	3
10	<b>Fricatives and affricates</b> - Definition, Description (place of articulation manner of articulation and voicing)	2
11	<b>Nasals and Other consonants</b> - Definition, Description (place of articulation, manner of articulation and voicing)	2
12	<b>The syllable</b> - Definition, The nature of syllable, Syllable structure (onset, peak, coda),	3





	Phonotactics, Consonant cluster, The structure of English syllable (initial and final cluster models), Syllable division	
Total		33

#### D. Assessment Tasks for Students

No	Assessment Activities *	Assessment timing (in week no)	Percentage of Total Assessment Score
1.	quiz	4	10%
2.	Mid term exam	8	20%
3.	Assinment / presentation / disscussion	10	10%
4	Final exam	12	60%
	Total		100%

**\*\*Assessment task** (i.e., written test, oral test, oral presentation, group project, essay, etc.)



## E. Learning Resources and Facilities

### 1. References and Learning Resources

Required book	English Phonetics and Phonology by Peter Roach (4th Edition)
Essential References	An Outline of English Phonetics by Daniel Jones
Electronic Materials	<a href="https://www.vocabulary.co.il/phonics/">https://www.vocabulary.co.il/phonics/</a> <a href="http://www.eltoncourse.com/training/courses/transcription1/transcription.html">http://www.eltoncourse.com/training/courses/transcription1/transcription.html</a>
Other Learning Materials	Phonic Cards

### 2. Required Facilities and equipment

Items	Resources
facilities (Classrooms, laboratories, exhibition rooms, simulation rooms, etc.)	Language Laboratory
Technology equipment (projector, smart board, software)	Projector, Software, Smart Board
Other equipment (depending on the nature of the specialty)	<p>We need a separate audio and a video laboratory. One</p> <p>will find a variety of phonics software for teaching</p> <p>phonetics through gamification.</p>



## F. Assessment of Course Quality

Assessment Areas/Issues	Assessor	Assessment Methods
Effectiveness of teaching	Course Teachers, Teaching and Learning Unit, Students, Program Leaders	Formative and Summative Assessment (Direct), Student Evaluation (Indirect)
Quality of learning resources	Course Teaching, Teaching and Learning Unit, Program Leaders, Students	Formative and Summative Evaluation (Direct), Course Report, Student Evaluation (Indirect)
The extent to which CLOs have been achieved	Course Teachers, Teaching and Learning Unit, Program Leaders	Formative and Summative Evaluation (Direct), Course Report, CLO Excel Worksheet (Indirect)
Other		

**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)



## G. Specification Approval Data

COUNCIL /COMMITTEE	Department Council (session # 2101)
REFERENCE NO.	43/54/25644
DATE	29/9/21

