



ATTACHMENT 2 (e)

Course Specifications

Kingdom of Saudi Arabia

The National Commission for Academic Accreditation & Assessment

**Course Specification
(CS)**

LANE 332 (Phonetics/Phonology)

Dr. Adel Khadraoui





Course Specifications

Institution: UNIVERSITY OF JEDDAH	Date of Report: 01-02-2016
College/Department - FACULTY OF SCIENCES AND ARTS, KHULAIS CAMPUS	

A. Course Identification and General Information

1. Course title and code:	Phonetics/phonology (LANE 332)
2. Credit hours-	3
3. Program(s) in which the course is offered-	LANE 332 (If general elective available in many programs indicate this rather than list programs)
4. Name of faculty member responsible for the course-	Dr. Adel Khadraoui
5. Level/year at which this course is offered-	THREE
6. Pre-requisites for this course (if any)-	None
7. Co-requisites for this course (if any)-	Introduction to linguistics
8. Location if not on main campus-	KHULAIS
9. Mode of Instruction (mark all that apply)	
a. Traditional classroom	<input checked="" type="checkbox"/> hat percentage? <input type="text" value="80"/>
b. Blended (traditional and online)	<input checked="" type="checkbox"/> hat percentage? <input type="text" value="10"/>
c. e-learning	<input checked="" type="checkbox"/> hat percentage? <input type="text" value="10"/>
d. Correspondence	<input type="checkbox"/> hat percentage? <input type="text"/>
f. Other	<input type="checkbox"/> What percentage? <input type="text"/>
Comments:	



B Objectives

1. What is the main purpose for this course?

Upon successful completion of this course learners will be able to:

- a. Describe English Articulatory Phonetics
- b. Define Phonetic technical terms
- c. Transcribe phonetic items
- d. Explain the systems used in current phonetic literature
- e. Differentiate between English varieties such as British Received Pronunciation (RP), General American English (GA) and other varieties
- f. Get acquainted with the notions of phoneme and allophone
- g. Get initiated to the sound distribution system in English and other languages

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)

C. Course Description (Note: General description in the form to be used for the Bulletin or handbook should be attached)

1. Topics to be covered

List of Topics	No. of Weeks	Contact Hours
Introduction to Phonetics	01	03
Articulation & acoustics	03	09
Phonology & phonetics transcription	02	06
The consonants of English	02	06





English vowels	02	06
Phonemes and allophones	02	06
Phonological rules	02	06





2. Course components (total contact hours and credits per semester):						
	Lecture	Tutorial	Laboratory	Practical	Other:	Total
Contact Hours	39					
Credit	39					

3. Additional private study/learning hours expected for students per week.	-
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4. Course Learning Outcomes in NQF Domains of Learning and Alignment with Assessment Methods and Teaching Strategy
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Course Learning Outcomes, Assessment Methods, and Teaching Strategy work together and are aligned. They are joined together as one, coherent, unity that collectively articulate a consistent agreement between student learning, assessment, and teaching.

The **National Qualification Framework** provides five learning domains. Course learning outcomes are required. Normally a course has should not exceed eight learning outcomes which align with one or more of the five learning domains. Some courses have one or more program learning outcomes integrated into the course learning outcomes to demonstrate program learning outcome alignment. The program learning outcome matrix map identifies which program learning outcomes are incorporated into specific courses.

On the table below are the five NQF Learning Domains, numbered in the left column.

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. **Fourth**, if any program learning outcomes are included in the course learning outcomes, place the @ symbol next to it.

Every course is not required to include learning outcomes from each domain.





	NQF Learning Domains And Course Learning Outcomes	Course teaching Strategies	Course Assessment Methods
1.0	Knowledge		
1.2 1.2	<p>a. Become familiar with English Articulatory Phonetics and the technical terms used in the description of speech production in general.</p> <p>b. Distinguish between the characteristics of standard pronunciation of English consonants, vowels, diphthongs, stress and intonation</p> <p>c. Become familiar with phonetic transcription</p> <p>d. Identify and resolve common pronunciation problems.</p> <p>e. Identify phonemes and allophones</p>	<p>I intend first to make learners phonetically aware. Phonetic awareness is the ability to identify phonetic symbols and pronounce them accurately. This includes frequent listening and repetition of sounds.</p>	<ol style="list-style-type: none"> 1. Short quizzes 2. Regular tests 3. Final exam
2.0	Cognitive skills		
2.1	Develop critical thinking skills to analyze and synthesize the different English Articulatory Phonetics and the technical terms used in the description of speech production in general		
2.2	Demonstrate the skill of recognition and distinction of the different characteristics of standard pronunciation of English		
3.0	Interpersonal Skills & Responsibility		
3.1	Pair-work and group-work are encouraged		
4.0	Communication, Information Technology, Numerical		
4.1	Laboratory drills are encouraged		
5.0	Psychomotor		
5.2	Regular checking of physical performance of cognitive learning		



5. Schedule of Assessment Tasks for Students During the Semester			
	Assessment task (e.g. excises, test, group, examination, speech)	Week Due	Proportion of Total Assessment
1	TEST ONE	3	15%
2	MIDTERM TEST	6	20%
3	TEST TWO	9	15%
4	FINAL EXAM AND IN-CLASS PERFORMACE	14	50%
			100%

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- Sunday to Thursday- 1:00 to 2:00 pm.

E. Learning Resources

1. List Required Textbooks:

- Ladefoged, P. (2005). A course in phonetics (5th ed.). Boston: Heinle & Heinle

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

1. Crystal, D. (2003). A dictionary of linguistics and phonetics (5th ed.). Oxford: Oxford University Press
2. Roach, P. (2001). English phonetics and phonology: A practical course. Cambridge: Cambridge
3. Giegerich, H. J. (1992). *English phonology: An introduction*. Cambridge: Cambridge University Press University Press. (With an Audio CD)

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

1. Oxford wordpower dictionary for learners of English (2006). Oxford: Oxford University Press.
2. Roach, P. (2001). English phonetics and phonology: A practical course. Cambridge: Cambridge





4. List Electronic Materials (eg. Web Sites, Social Media, Blackboard, etc.)
5. Other learning material such as computer-based programs/CD, professional standards or regulations and software.

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.) K-04 Classroom- 102
2. Computing resources (AV, data show, Smart Board, software, etc.) <ul style="list-style-type: none">• Use of Smart Board• Computer
3. Other resources (specify, e.g. if specific laboratory equipment is required, list requirements or attach list) <ul style="list-style-type: none">• Library- Saudi Digital Library

G Course Evaluation and Improvement Processes

1 Strategies for Obtaining Student Feedback on Effectiveness of Teaching <ul style="list-style-type: none">a. Periodical quizzes and testsb. Classroom manoeuvres to continually assess learners' progressc. In class interaction among learnersd. Periodical analyses of learner errorse. Suggestions for the learners to eliminate their errors



2 Other Strategies for Evaluation of Teaching by the Program/Department Instructor <ul style="list-style-type: none">• Periodic internal as well as common tests and Quizzes.
3 Processes for Improvement of Teaching <ul style="list-style-type: none">• I periodically offer the learners a sample of their errors and my suggestions for them to eliminate them.
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">• Discussion among various team members of the faculty based on the examination results.
5 Describe the planning arrangements for periodically reviewing course effectiveness and planning for improvement. Regular discussion between the colleagues in charge of the subject may constitute the best scaffold for the guidance of future effectiveness and improvement.

Faculty or Teaching Staff:

Signature: _____ **Date Report Completed:**

Received by: _____ **Dean/Department Head**

Signature: _____ **Date:** _____

