

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

COURSE SPECIFICATION

ENG 322
Phonetics and Phonology

November
2010

Course Specification

Institution: King Saud University
College/Department: College of Arts/Department of English Language and Literature

A. Course Identification and General Information

1. Course title and code: Phonetics and Phonology - ENG 322
2. Credit hours: 3
3. Program(s) in which the course is offered. (If general elective available in many programs indicate this rather than list programs) B. A. in English
4. Name of faculty member responsible for the course Dr. Musaed Bin Muqbil
5. Level/year at which this course is offered: Sixth Level/Third Year
6. Pre-requisites for this course (if any) ENG 221
7. Co-requisites for this course (if any) None
8. Location if not on main campus

B. Objectives

1. Summary of the main learning outcomes for students enrolled in the course. Students will be able to: <ol style="list-style-type: none">1. Identify the different parts of the human vocal tract and explain how they work2. Describe and classify linguistic sounds along the dimensions of place of articulation, manner of articulation, glottal status, and air stream mechanism3. Transcribe (broadly and narrowly) English words using the IPA4. Describe syllable structure5. Understand and describe suprasegmental elements (stress and intonation) and their linguistic and communicative uses6. Explain distinctive features and their classificatory function7. Show understanding of phoneme theory and different types of sound alternation and variation8. Show understanding of phonological operations (rules, conditions, constraints)9. Explain and use phonological rules such as elision, assimilation, and insertion to account for sound change10. Solve basic phonological problems11. Explain the major differences between phonetics and phonology12. Correctly pronounce English words
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) <ol style="list-style-type: none">1. Providing students with web-based exercises for extra training

2. Using virtual classrooms to hold remedial, extracurricular sessions for students
3. Informing students to consult free websites that offer explanations and exercises

C. Course Description

This is an introductory course to the study of speech sounds. It explores the fields of phonetics and phonology. It starts with a look at the human vocal tract and its work mechanism. Students then learn to describe and classify speech sounds based on their place and manner of articulation and voicing. After that students are trained on transcribing words and sentences using IPA. Students are then introduced to phoneme theory. They explore the relationship between phonemes and allophones as well as types of distribution. The course looks at distinctive features and trains students to use them to describe speech sounds and to group them into natural classes. Students are also introduced to the form and operation of phonological rules. Operations such as assimilation, deletion, and insertion are looked at as prime examples of phonological rules. Students are trained to solve basic phonological problems.

1. Topics to be Covered		
Topic	No of Weeks	Contact Hours
General preparations to start instruction Awaiting finalization of enrolled students list (the first week is when students can add/drop courses), handing out syllabus, asking students about academic background	1	3
Production of Speech Sounds Human vocal tract, articulators	1	3
Speech Sounds – Vowels Airstream source, oral configuration, monophthongs, diphthongs	1	3
Speech Sounds – Consonants Voicing, places of articulation, manners of articulation	1	3
Speech Sounds – Consonants (<i>cont.</i>)	1	3
Transcription IPA, broad transcription, narrow transcription	1	3
Transcription Practice 1st Mid-term Exam	1	3
Syllables and Suprasegmentals Syllable structure, stress, intonation	1	3
The Phoneme Phonemes, allophones, contrastive distribution, complementary distribution, free variation	1	3
Distinctive Features Sound representation and classification	1	3
Distinctive Features (<i>cont.</i>) Natural Classes	1	3
Phonological Rules Assimilation, dissimilation, deletion, insertion	1	3
Problem Solving Exercises	1	3

2nd Midterm Exam		
Problem Solving Exercises Final Review	1	3

2. Course components (total contact hours per semester):			
Lecture: 42 hours	Tutorial: None	Practical/Fieldwork/Internship: None	Other: None

3. Additional private study/learning hours expected for students per week. (This should be an average for the semester not a specific requirement in each week) 6 hours

<p>4. Development of Learning Outcomes in Domains of Learning For each of the domains of learning shown below indicate:</p> <ul style="list-style-type: none"> - A brief summary of the knowledge or skill the course is intended to develop; - A description of the teaching strategies to be used in the course to develop that knowledge or skill; - The methods of student assessment to be used in the course to evaluate learning outcomes in the domain concerned.
a. Knowledge
<p>(i) Description of the knowledge to be acquired</p> <ol style="list-style-type: none"> 1. Parts of the human vocal tract and how they work 2. Phonetic and phonological classification of speech sounds 3. Broad and narrow IPA transcription 4. Syllable structure and suprasegmental elements 5. Distinctive features and their classificatory function 6. Phoneme theory and different types of sound alternation and variation 7. Phonological operations (rules, conditions, constraints) 8. Formulation of phonological rules such as elision, assimilation, and insertion 9. Solving basic phonological problems
<p>(ii) Teaching strategies to be used to develop that knowledge</p> <ol style="list-style-type: none"> 1. Lectures 2. Class discussion 3. In-class exercises 4. Extra handouts 5. Online exercises 6. Lab-based exercises
<p>(iii) Methods of assessment of knowledge acquired</p> <ol style="list-style-type: none"> 1. Quizzes 2. Midterms 3. Final Exam
b. Cognitive Skills
<p>(i) Cognitive skills to be developed; Students will be able to:</p> <ol style="list-style-type: none"> 1. Identify parts of the human vocal tract and explain how they work 2. Explain how speech sounds are classified phonetically and phonologically

<ol style="list-style-type: none"> 3. Identify and describe IPA symbols 4. Transcribe words and sentences using IPA symbols 5. Explain syllable structure and suprasegmental elements 6. Show understanding of distinctive features and their classificatory function 7. Explain phoneme theory and different types of sound alternation and variation 8. Show understanding the form and operation of phonological rules 9. Solve basic phonological problems
<p>(ii) Teaching strategies to be used to develop these cognitive skills</p> <ol style="list-style-type: none"> 1. Lectures/teaching students phonetic and phonological elements and concepts 2. Class discussions and collaborative and individual practice as well as group work 3. In-class exercises and error analysis 4. In-lab speech exercises 5. Directing students to using online sources to obtain further explanations, exercises, and sound recordings
<p>(iii) Methods of assessment of students cognitive skills</p> <ol style="list-style-type: none"> 1. In-class performance when doing exercises 2. Periodic quizzes 3. Midterms and Final Exams
<p>c. Interpersonal Skills and Responsibility</p>
<p>(i) Description of the interpersonal skills and capacity to carry responsibility to be developed</p> <ol style="list-style-type: none"> 1. Students are expected to participate in in-class exercises 2. Students are expected to comment, ask, and sound their opinion
<p>(ii) Teaching strategies to be used to develop these skills and abilities.</p> <ol style="list-style-type: none"> 1. Incorporating teaching of basic metacognitive strategies of time management, self-monitoring and evaluation 2. Giving students course description and outline with dates of midterm exams to help them organize their study time and prepare for exams from Week One 3. Discussions with students on their background knowledge needed to proceed with this course and asking them to refresh their linguistic knowledge by referring to many resources 4. Individual counseling on areas of concern to the student during office hours. 5. In-class participation where are encourages explain, discuss, and defend their ideas
<p>(iii) Methods of assessment of students interpersonal skills and capacity to carry responsibility</p> <ol style="list-style-type: none"> 1. Active class participation reflects the student's willingness to learn and fosters a positive attitude towards the course 2. Performance in midterms and final exams are evidence of the student's ability to recollect and synthesize information
<p>d. Communication, Information Technology and Numerical Skills</p>
<p>(i) Description of the skills to be developed in this domain.</p> <p>Students will be able to use:</p> <ol style="list-style-type: none"> 1. the internet to download information and explanations 2. available web links for interactive exercises 3. the internet/email to communicate with the teacher 4. smart learning labs to practice listening to and identification of speech sounds
<p>(ii) Teaching strategies to be used to develop these skills</p> <ol style="list-style-type: none"> 1. Students will be encouraged to make extensive use of material on the websites 2. Several classes will be delivered in smart learning labs where listening to recorded speech and use of interactive material is enabled

(iii) Methods of assessment of students numerical and communication skills None
e. Psychomotor Skills (if applicable)
(i) Description of the psychomotor skills to be developed and the level of performance required N/A
(ii) Teaching strategies to be used to develop these skills N/A
(iii) Methods of assessment of students psychomotor skills N/A

5. Schedule of Assessment Tasks for Students During the Semester			
Assessment	Assessment task (e.g. essay, test, group project, examination etc.)	Week due	Proportion of Final Assessment
1	1 st midterm	7	20%
2	2 nd midterm	13	20%
3	Weekly quizzes	throughout	20%
4	Final	15	40%

D. Student Support

1. Arrangements for availability of faculty for individual student consultations and academic advice. (include amount of time faculty are available each week) 10 hours per week; email

E. Learning Resources

1. Required Text(s) <i>A Course in Phonetics</i> (6th Edition). Wadsworth Publishing, 2010. Ladefoged, Peter & Johnson, Keith <i>Introductory Phonology</i>. Wiley-Blackwell, 2008. Hayes, Bruce
2. Essential References None
3- Recommended Books and Reference Material (Journals, Reports, etc) (Attach List) None
4. Electronic Materials, Web Sites, etc: - http://www.uiowa.edu/~acadtech/phonetics/english/frameset.html - http://www.ic.arizona.edu/~lsp/IPA/SSAE.html - http://www.antimoon.com/how/pronunc-soundsipa.htm
5. Other learning material such as computer-based programs/CD, professional standards/regulations - CD-ROMs (available with required text) - Collection of additional speech sound recordings

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 (Lecture rooms, laboratories, etc.) Smart learning lab large enough to hold 40 students
2. Computing resources Laptop computer - projector system – smart board
3. Other resources (specify - e.g. If specific laboratory equipment is required, list requirements or attach list) None

G. Course Evaluation and Improvement Processes

(i) Strategies for Obtaining Student Feedback on Effectiveness of Teaching End of term evaluation of course by students (administered by the department)
(ii) Other Strategies for Evaluation of Teaching by the Instructor or by the Department End of term evaluation of instructor by students (administered by the department)
(iii) Processes for Improvement of Teaching <ol style="list-style-type: none"> 1. Workshops to facilitate the exchange of experiences amongst faculty members 2. Discussion of challenges in the classroom with colleagues and supervisors 3. Encouragement of faculty members to attend professional development conferences 4. Keeping up to date with pedagogical theory and practice
(iv) Processes for Verifying Standards of Student Achievement (e.g. check marking by an independent faculty member of a sample of student work, periodic exchange and remarking of a sample of assignments with a faculty member in another institution) <ol style="list-style-type: none"> 1. Check marking of a sample of examination papers either by a resident or visiting faculty member 2. Students who believe they are under graded can have their papers checked by a second reader
(v) Describe the planning arrangements for periodically reviewing course effectiveness and planning for improvement. <ol style="list-style-type: none"> 1. Compare syllabi and course description with other universities (including those on websites) 2. Bi-annual meetings of faculty members to discuss improvement 3. Have a curriculum review committee to review the curriculum periodically and suggest improvements