T-104
2022

Course Specification
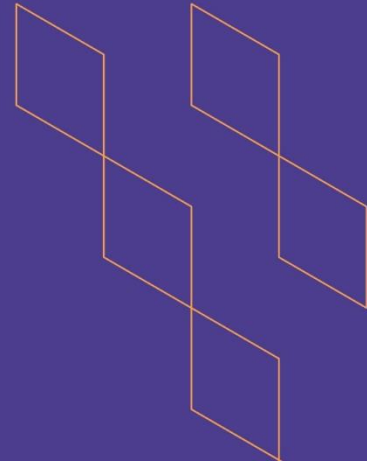
Course Title:	**Phonetics**
Course Code:	**ENG26252**
Program:	**BA, English**
Department:	**Department of English**
College:	**College of Arts**
Institution:	**University of Bisha**
Version:	**1444**
Last Revision Date:	**1-3-2023**

Table of Contents:

A. General information about the course:

Course Identification	
1. Credit hours:	2 hours

2. Course type

a.	University ☐	College ☐	Department ☒	Track ☐	Others ☐
b.	Required ☒	Elective ☐			

3. Level/year at which this course is offered: year 2 level 3	

4. Course general Description

This course introduces the students the phonetic alphabets or IPA system. This course aims at training students to distinguish between correct and incorrect pronunciation of the English sounds, before proceeding to develop their pronunciation skills. In addition to a revision of the organs of speech, the course deals with vowel classification (tongue height, tongue part, lip shape and length). There will be vowel oral practice and phonemic transcription of words. Together with the theoretical presentation of speech production mechanism and basic phonetic terminology, students will get extensive training on the practical side of pronunciation and phonetic transcription (namely the International Phonetic Alphabet) throughout the course.

5. Pre-requirements for this course (if any): None

6. Co- requirements for this course (if any): NA

7. Course Main Objective(s)
By the end of the course, learners will be able to:
1. Distinguish between the core concepts of phonetics and phonology
2. Show their understanding of the principles of describing English pronunciation, including segmental and supra-segmental; Introducing them to the techniques of improving one's own pronunciation.
3. Show their phonetic writing or transcription skills theoretically and practically.
4. Use phonetic resources that are available in dictionaries and on the internet.
5. Describe the sound systems of other languages such as Arabic.
6. Classify and describe speech sounds in terms of articulatory processes.
7. Distinguish between distinctive and non-distinctive speech sounds (phonemes and allophones).

1. Teaching mode (mark all that apply)

No	Mode of Instruction	Contact Hours	Percentage
1.	Traditional classroom	23	70%
2.	E-learning	7	30%

No	Mode of Instruction	Contact Hours	Percentage
3.	Hybrid • Traditional classroom • E-learning		
4.	Distance learning		

2. Contact Hours (based on the academic semester)

No	Activity	Contact Hours
1.	Lectures	30
2.	Laboratory/Studio	
3.	Field	
4.	Tutorial	
5.	Others (specify)	
	Total	30

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	Identify the differences between articulatory, acoustic and auditory phonetics.	K2	Lecturing. Presentation. Discussion. Pair/Group Work. Eclectic Methods	Quizzes. Assignments. Activities (Online-classroom-homework). Oral tests. Term/Final exams.
1.2	Recognize the principles of describing English sounds (voicing, manner of articulation and place of articulation).	K2		
1.3	Describe the differences between vowels and consonants.	K2		
1.4	Explain phonemes, phonetic transcription, and pronunciation mechanism.	K2		
2.0	Skills			
2.1	Categorize speech sounds into sets and natural classes in terms of shared articulatory features.	S2	Lab Work Task Based activities Lecturing. Presentation. Discussion Pair/Group Work. Demos.	Quizzes. Assignments. Activities (Online-classroom-homework). Oral tests. Term/Final exams
2.2	Pronounce words and phrases correctly from their phonemic transcription in the dictionaries.	S2		
2.3	Transcribe written words and phrases into phonemic transcription.	S2		
3.0	Values, autonomy, and responsibility			
3.1	Develop proficiency in communication.	V2	Eclectic methods Demos Presentation. Discussion. Pair/Group Work.	Quizzes. Assignments. Activities (Online-classroom-homework). Oral tests. Term/Final exams.
3.2	Pronounce English correctly avoiding mistakes resulting from linguistic transfer from Arabic to English.	V2		

C. Course Content

No	List of Topics	Contact Hours
1.	Introduction to the course, Difference between phonetics and phonology in terms of area and approach	2
2.	Active and Passive articulators Places and manners of articulation. Consonants and vowels charts.	4
3	Phonetic transcription	4
4	The production of speech sounds	2
5	Long vowels, diphthongs, and triphthongs	2
6	Voicing and consonants	2
7	Phonemes, phones, and allophones	2
8	Fricatives, affricates and nasals	2
	Nasals and other consonants	2
9	The syllable – strong and weak syllables	4
10	Phonetic transcription practice	2
	Revision	2
Total		30

D. Students Assessment Activities

No	Assessment Activities *	Assessment timing (in week no)	Percentage of Total Assessment Score
1.	Quizzes	-----	10%
2.	Midterm	6-7	20%
3.	Activities (class-online)	-----	10%
4.	Assignments	-----	5%
5	Participation	-----	5%
6	Final Exam	end	50%

*Assessment Activities (i.e., Written test, oral test, oral presentation, group project, essay, etc.)

E. Learning Resources and Facilities

1. References and Learning Resources

Essential References	English Phonetics and Phonology: A practical course. Peter Roach. Cambridge University Press, 3rd Edition (January 8, 2001)
Supportive References	
Electronic Materials	3. Electronic Materials, Web Sites, Facebook, Twitter, etc. • http://westonruter.github.io/ipa-chart/keyboard/ • https://twitter.com/phoneticsweekly?lang=en • www.wikipedia.com • http://ipa.typeit.org
Other Learning Materials	

2. Required Facilities and equipment

Items	Resources
facilities (Classrooms, laboratories, exhibition rooms, simulation rooms, etc.)	A well-equipped classroom with smart board , data show.
Technology equipment (projector, smart board, software)	Electronic whiteboards, movable whiteboards, projector, and educational software, cables to connect laptops to projectors and either speakers or CD players for audio educational materials.
Other equipment (depending on the nature of the specialty)	High-speed internet and intranet connections.

F. Assessment of Course Quality

Assessment Areas/Issues	Assessor	Assessment Methods
Effectiveness of teaching	• Students • Teacher • Program Coordinator • Peer Reviewers	• Questionnaires. • Direct feedback. • Peer reviews reports. • Class observations and reviews. • Annual staff reports.

Assessment Areas/Issues	Assessor	Assessment Methods
		Course and program reports.
Effectiveness of students assessment	•Teacher •Program Coordinator	•Questionnaires •Direct feedback. •Peer reviews reports. •Class observations and reviews. •Annual staff reports. •Course and program reports. Exam paper evaluation
Quality of learning resources	•Teacher •Program Coordinator	•Questionnaire. Course and program reports
The extent to which CLOs have been achieved	• Teacher • Program Coordinator	•Exam results analysis. Course and program reports.
Other		

Assessor (Students, Faculty, Program Leaders, Peer Reviewer, Others (specify)

Assessment Methods (Direct, Indirect)

G. Specification Approval Data

COUNCIL /COMMITTEE	
REFERENCE NO.	
DATE	