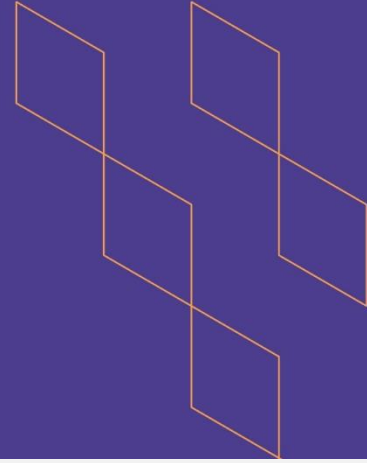




T-104  
2022

## Course Specification



Course Title: <b>Phonology</b>
Course Code: <b>ENG26354</b>
Program: <b>BA, English</b>
Department: <b>Department of English</b>
College: <b>College of Arts</b>
Institution: <b>University of Bisha</b>
Version: <b>1444</b>
Last Revision Date: <b>14 March 2023</b>



## Table of Contents:

Content	Page
A. General Information about the course	3
1. Teaching mode (mark all that apply)	4
2. Contact Hours (based on the academic semester)	4
B. Course Learning Outcomes (CLOs), Teaching Strategies and <b>Assessment Methods</b>	5
C. Course Content	6
D. Student Assessment Activities	7
E. Learning Resources and Facilities	8
1. References and Learning Resources	8
2. Required Facilities and Equipment	8
F. Assessment of Course Quality	8
G. Specification Approval Data	9





## A. General information about the course:

### Course Identification

1. Credit hours:

2

### 2. Course type

a. University  College  Department  Track  Others

b. Required  Elective

3. Level/year at which this course is offered: Year (3), Level (5)

### 4. Course general Description

This course is an introduction to phonological analysis. While much of the course is theoretical, it also includes hands-on analysis of some linguistic data to familiarize students with the current approaches to phonological analysis such as Optimality Theory. The course will focus on the make-up of English phonology, starting with the very basic components of the language's sound system, how it interacts with morphology, the most common phonological process; and ending with suprasegmental phenomena such as the syllable, stress, and intonation. Whenever possible, the course implements a comparative approach to phonology where Arabic phonology is referenced to illustrate the main phonological aspects of English.

5. Pre-requirements for this course (if any): 26252ENG

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

NA

### 7. Course Main Objective(s)

1. Recognize the essential concern of phonology as a study of abstract or mental aspect of speech rather than their actual (physical) articulation.
2. Show their understanding of essential segmental and suprasegmental aspects of phonology: phonemes and allophones;
3. Familiarized with the methods of phonological analysis (minimal pairs and sets, contrastive distribution, complementary distribution, free variation, phonetic similarity, natural classes, and neutralization); distinctive features; phonological processes (assimilation, dissimilation, insertion, deletion, vowel reduction, and metathesis), and phonological rules.
4. Demonstrate their understanding of the suprasegmental aspects of phonology: syllable structure, word and sentence stress, and tone and intonation.
5. Analyze various aspects of the syllable structure, phonotactics, and syllabication rules.
6. Explain the notions of the phonological component of grammar and its interactions with other components of grammar.



### 1. Teaching mode (mark all that apply)

No	Mode of Instruction	Contact Hours	Percentage
1.	Traditional classroom	21	70%
2.	E-learning	9	30%
3.	Hybrid <ul style="list-style-type: none"> <li>• Traditional classroom</li> <li>• E-learning</li> </ul>		
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)	
	<b>Total</b>	<b>30</b>



## 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 distinctive sounds and non-distinctive sounds.	K.2		<ul style="list-style-type: none"> <li>• Exams</li> <li>• Quizzes</li> <li>• Assignments</li> <li>• Participation</li> </ul>
1.2	Compare and contrast speech sounds in term of their distinctive features.	K.2		<ul style="list-style-type: none"> <li>• Exams</li> <li>• Quizzes</li> <li>• Assignments</li> <li>• Participation</li> </ul>
1.3	Identify the effects of phonological processes of English words and phrases.	K.2		<ul style="list-style-type: none"> <li>• Exams</li> <li>• Quizzes</li> <li>• Assignments</li> <li>• Participation</li> </ul>
1.4	Describe allophonic variation and phonological processes in phonological rules.	K.2		<ul style="list-style-type: none"> <li>• Exams</li> <li>• Quizzes</li> <li>• Assignments</li> <li>• Participation</li> </ul>
1.5	Recognize the nature and mechanisms of conducting research in phonology.	K.3		<ul style="list-style-type: none"> <li>• Exams</li> <li>• Quizzes</li> <li>• Assignments</li> <li>• Participation</li> </ul>
2.0	Skills			
2.1	Demonstrate correct pronunciation of English words, phrases and sentences with the correct stress and intonation.	S.1		<ul style="list-style-type: none"> <li>• Exams</li> <li>• Quizzes</li> <li>• Assignments</li> <li>• Participation</li> </ul>
2.2	Analyze words according to their constituent syllables or units of sounds.	S.2		<ul style="list-style-type: none"> <li>• Exams</li> <li>• Quizzes</li> <li>• Assignments</li> <li>• Participation</li> </ul>
2.3	Demonstrate efficient oral skills.	S.1		<ul style="list-style-type: none"> <li>• Exams</li> <li>• Quizzes</li> <li>• Assignments</li> <li>• Participation.</li> </ul>



Code	Course Learning Outcomes	Code of CLOs aligned with program	Teaching Strategies	Assessment Methods
3.0	Values, autonomy, and responsibility			
3.1	Demonstrate self-efficacy through a willingness to question, learn, and take challenges independently.	V.1	<ul style="list-style-type: none"> <li>Lectures</li> <li>In-class discussions.</li> </ul>	<ul style="list-style-type: none"> <li>Participation</li> </ul>
3.2	Exhibit teamwork skills.	V.2	<ul style="list-style-type: none"> <li>Lectures</li> <li>In-class discussions.</li> </ul>	<ul style="list-style-type: none"> <li>Group Tasks</li> </ul>

### C. Course Content

No	List of Topics	Contact Hours
1.	<ul style="list-style-type: none"> <li>Review of Phonetics and Phonology</li> <li>Review of the IPA</li> <li>Introduction to Phonological Variation Among English Accents</li> </ul>	3
2.	<ul style="list-style-type: none"> <li>The Phoneme</li> <li>Minimal Pairs</li> </ul>	3
3.	<ul style="list-style-type: none"> <li>The Distribution of Consonants and Vowels</li> <li>Distinctive Features</li> </ul>	3
4.	<ul style="list-style-type: none"> <li>Contrastive and Complementary Distribution</li> <li>Free Variation</li> <li>Neutralization</li> </ul>	3
5.	<ul style="list-style-type: none"> <li>Epenthesis &amp; Deletion</li> <li>Assimilation &amp; Dissimilation</li> <li>Vowel Reduction</li> <li>Metathesis</li> </ul>	3
6.	<ul style="list-style-type: none"> <li>Phonological Rules</li> <li>Constraints (Optimality Theory)</li> </ul>	3
7.	Phonology-Morphology Interface	3
8.	Variation Among English Accents	3
9.	<ul style="list-style-type: none"> <li>Syllables</li> <li>Maximal Onset Principle</li> </ul>	3
10.	<ul style="list-style-type: none"> <li>Stress</li> <li>The Foot</li> <li>Phrase-level Processes</li> </ul>	3
Total		30



## D. Students Assessment Activities

No	Assessment Activities *	Assessment timing (in week no)	Percentage of Total Assessment Score
1.	Assignments (4)	2, 5	5%
2.	Quizzes (2)	3, 7	10%
3.	Midterm	6	20%
4.	Group Activities (Class/Online)	5, 8	10%
5.	Participation/Activities (Class/Online)	1-9	5%
6.	Final Test	10	50%
9.	TOTAL		100%

\*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	April, McMahon. (2020). <i>An Introduction to English Phonology</i> . (2 <sup>nd</sup> Edition). Edinburgh University Press.
Supportive References	Carr, Philip. 2012. <i>English Phonetics &amp; Phonology: An Introduction</i> . (2 <sup>nd</sup> Edition). London: Blackwell. (Chapters 5 -11). Roach, Peter. 2000. <i>English Phonetics &amp; Phonology: A Practical Course</i> . (3 <sup>rd</sup> Edition). Cambridge: Cambridge University Press.
Electronic Materials	
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	<ul style="list-style-type: none"> <li>Students.</li> <li>Peer Reviewer.</li> </ul>	Direct
Effectiveness of students' assessment	<ul style="list-style-type: none"> <li>Course Coordinator.</li> <li>Program Coordinator.</li> </ul>	Direct
Quality of learning resources	<ul style="list-style-type: none"> <li>Students.</li> <li>Course Coordinator</li> <li>Program Coordinator.</li> </ul>	Direct/ Indirect
The extent to which CLOs have been achieved	<ul style="list-style-type: none"> <li>Course Coordinator.</li> <li>Program Coordinator.</li> </ul>	Direct/ Indirect
Effectiveness of improvement plans	<ul style="list-style-type: none"> <li>Course Coordinator.</li> <li>Program Coordinator.</li> </ul>	Direct/ Indirect

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

**Assessment Methods** (Direct, Indirect)







## G. Specification Approval Data

COUNCIL /COMMITTEE	
REFERENCE NO.	
DATE	

