|  |  |
| --- | --- |
| **Course Title:**  | **English Phonology**  |
| **Course Code:** | **ENGL 422** |
| **Program:** | **B.A. English** |
| **Department:**  | **English** |
| **College:** | **Science and Humanities in Rumah** |
| **Institution:** | **Majmaah University** |

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# A. Course Identification

|  |  |
| --- | --- |
| **1. Credit hours:** |  |
| **2. Course type** |
| **a.** | University |  | College |  | Department | **√** | Others |  |  |
| **b.** | Required | **√** | Elective |  |  |
| **3. Level/year at which this course is offered:** | Level 9 |
| **4. Pre-requisites for this course** (if any)**:**  |
| **5. Co-requisites for this course** (if any)**:** |
|  |

## 6. Mode of Instruction (mark all that apply)

| **No** | **Mode of Instruction** | **Contact Hours** | **Percentage**  |
| --- | --- | --- | --- |
| **1** | **Traditional classroom** | 2 hours per week | 100% |
| **2** | **Blended**  | 0 | 0% |
| **3** | **E-learning** | 0 | 0% |
| **4** | **Distance learning**  | 0 | 0% |
| **5** | **Other**  | 0 | 0% |

**7. Contact Hours** (based on academic semester)

|  |  |  |
| --- | --- | --- |
| **No** | **Activity** | **Contact Hours** |
| **1** | **Lecture** | 2 (hours) X 15(weeks) |
| **2** | **Laboratory/Studio** |  |
| **3** | **Tutorial**  |  |
| **4** | **Others** (specify) | Office Hours = 1X 15 weeks |
|  | **Total** | 30 |

# B. Course Objectives and Learning Outcomes

|  |
| --- |
| 1. Course Description The course provides a systematic investigation into the pronunciation of English to help students improve their pronunciation of the spoken language. It tackles syllables and their divisions, stress and its different types, intonation and its functions and aspects of connected speech. |
|  |
| 2. Course Main Objective |
| * Developing students' ability to differentiate between different sounds.
* Encouraging students to pronounce correctly.
* Teaching students how to use stress, and intonation in connected speech
 |

## 3. Course Learning Outcomes

| **CLOs** | **Aligned****PLOs** |
| --- | --- |
| 1 | **Knowledge and Understanding** |  |
| 1.1 | To understand concepts of English Phonology and stress patterns. | K1 |
| 1.2 | To be able to get knowledge of language specific phonological rules. | K2 |
| 1.3 | To be able to identify certain phonological patterns | K3 |
| 1,4 | To be able to apply different critical approaches to the phonological principles.  | K4 |
| **2** | **Skills :** |  |
| 2.1 | The ability to do research and to make use of information from primary and secondary sources in support of a valid thesis and argument. | S1 |
| 2.2 | Use critical thinking. | S2 |
| 2.3 | Ability to write research papers. | S3 |
| 2.4 | Organize ideas according to the selected strategy. | S4 |
| **3** | **Values:** |  |
| 3.1 | Apply brainstorming techniques to generate ideas. | V1 |
| 3.2 | Use team building spirit. | V2 |
| 3.3 | Complete assignments in due time. | V3 |
|  |  |  |

# C. Course Content

|  |  |  |
| --- | --- | --- |
| **No** | **List of Topics** | **Contact Hours** |
| 1 | Introduction  | 2 |
| 2 | The syllable  | 2 |
| 3 | Divisions of syllables  | 2 |
| 4 | Stress in simple words  | 2 |
| 5 | Complex word stress  | 2 |
| 6 | Phoneme and allophones  | 2 |
| 7 | Problems in phonemic analysis  | 2 |
| 8 | Aspects of connected speech  | 2 |
| 9 | Assimilation, elision and linking | 2 |
| 10 | Intonation  | 2 |
| 11 | The structure of tone unit  | 2 |
| 12 | The attitudinal and accentual function of intonation  | 2 |
| 13 | The grammatical and discourse function of intonation  | 2 |
| 14 | Revision | 2 |

# D. Teaching and Assessment

## 1. Alignment of Course Learning Outcomes with Teaching Strategies and Assessment Methods

| **Code** | **Course Learning Outcomes** | **Teaching Strategies** | **Assessment Methods** |
| --- | --- | --- | --- |
| **1.0** | **Knowledge and Understanding** |
| 1.1 | To understand concepts of English Phonology and stress patterns. | Group discussionsReading  | -Written assignments- Midterm and Final exams-Quizzes |
| 1.2 | To be able to get knowledge of language specific phonological rules. | Group discussionsReading  | -Written assignments-Midterm and Final exams-Quizzes |
| 1.3 | To be able to identify certain phonological patterns | Group discussionsReading  | -Written assignments-Midterm and Final exams-Quizzes |
| 1.4 | To be able to apply different critical approaches to the phonological principles.  | Group discussionsReading  | -Written assignments-Midterm and Final exams-Quizzes |
| **2.0** | **Skills** |
| 2.1 | The ability to do research and to make use of information from primary and secondary sources in support of a valid thesis and argument. | -Group discussions-Written models-Writing exercises | -Written assignments-Midterm and Final exams-Quizzes |
| 2.2 | Use critical thinking. | -Group discussions-Written models-Writing exercises | -Written assignments-Midterm and Final exams-Quizzes |
| 2.3 | Ability to write research papers. | -Group discussions-Written models-Writing exercises | -Written assignments-Midterm and Final exams-Quizzes |
| 2.4 | Organize ideas according to the selected strategy. | -Group discussions-Written models-Writing exercises | -Written assignments-Midterm and Final exams-Quizzes |
|  |  |  |  |
| **3.0** | **Values** |
| 3.1 | Apply brainstorming techniques to generate ideas. | Mind mapping  | Drawing graphic organizers and map charts |
| 3.2 | Use team building spirit. | Analyzing and critiquing different reading topics | Edit or summarize a reading passage |
| 3.3 | Complete assignments in due time. | -Pair work-Group work-Individual tasks | -In-class exercises-Home assignments |

## 2. Assessment Tasks for Students

| **#** | **Assessment task\***  | **Week Due** | **Percentage of Total Assessment Score** |
| --- | --- | --- | --- |
| **1** | Participation  | Throughout  | 10% |
| **2** | Assignments and Activities  | Weekly  | 20% |
| **3** | Midterms | Week 7 | 20% |
| **4** | Final Exam | Week 16 | 50% |

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

# E. Student Academic Counseling and Support

|  |
| --- |
| **Arrangements for availability of faculty and teaching staff for individual student consultations and academic advice:** |
| 1. Students are encouraged to consult with the course instructor during office hours.
2. Students are encouraged to exchange emails with the course instructor besides the office hours.
3. Academic advisors are available during office hours and hours allotted for academic advisory (a total of 6 hours). Each staff member is assigned a number of students to whom they offer academic, psychological and social help when needed.
4. Communication and interaction via the blackboard between students and instructors.
 |

# F. Learning Resources and Facilities

## 1.Learning Resources

|  |  |
| --- | --- |
| **Required Textbooks** | Phonological Analysis: Focus on American English, By Walt Wolfram. |
| **Essential References Materials** | Roach, P., ((English Phonetics and Phonology: A Practical Course)), Cambridge University Press, 2007. |
| **Electronic Materials** | [www.soundsofEnglish.com](http://www.soundsofEnglish.com) |
| **Other Learning Materials** | Sephonics (free download pronunciation software) |

## 2. Facilities Required

| **Item** | **Resources** |
| --- | --- |
| **Accommodation**(Classrooms, laboratories, demonstration rooms/labs, etc.) | * Large classrooms can accommodate up to 20 students.
* Library.
* Language laboratories accommodate up to 15 students.
 |
| **Technology Resources** (AV, data show, Smart Board, software, etc.) | * Smart Boards, digital podiums and Internet facilities are available in the classrooms.
* Well -equipped language labs are available at the college for students during practical lectures.
 |
| **Other Resources** (Specify, e.g. if specific laboratory equipment is required, list requirements or attach a list) | None |

# G. Course Quality Evaluation

| **Evaluation****Areas/Issues**  | **Evaluators**  | **Evaluation Methods** |
| --- | --- | --- |
| Strategies for Obtaining Student Feedback on Effectiveness of Teaching | Instructors and coordinators | * A "Course evaluation" questionnaire done by the students on the university portal at the end of each term.
* A "Students' academic experience evaluation" questionnaire done by the students at the end of each term.
* A “Program evaluation" questionnaire done by the students at the end of each term.
 |
| Other Strategies for Evaluation of Teaching by the Instructor or by the Department | Instructors and coordinators  | * Revising study plans of the department by the college committee of Academic Study Plans.
* Quality check by colleagues and Head of the Department.
 |

**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)

# H. Specification Approval Data

|  |  |
| --- | --- |
| **Council / Committee** | Department Council. |
| **Reference No.** | Department Council Meeting No.3 |
| **Date** | 7-2-1442 H |