



2023

TP-153



Course Specification — (Bachelor)

Course Title: **Phonetics & Phonology**

Course Code: **LANT1301**

Program: **Bachelor of Arts in English Language, Linguistics Track**

Department: **Languages and Translation Department**

College: **Faculty of Education and Arts**

Institution: **University of Tabuk**

Version: **2023.10**

Last Revision Date: **2022**



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A. General information about the course:

1. Course Identification

1. Credit hours: (3)

2. Course type

A.	<input type="checkbox"/> University	<input type="checkbox"/> College	<input checked="" type="checkbox"/> Department	<input type="checkbox"/> Track	<input type="checkbox"/> Others
B.	<input checked="" type="checkbox"/> Required		<input type="checkbox"/> Elective		

3. Level/year at which this course is offered: Level 5

4. Course general Description:

Students will be introduced to fundamental concepts in phonetics—the scientific study of speech—with a focus primarily on the English language and phonology—the study of sound patterns in different human languages. The articulatory processes involved in creating vowels, consonants, stress, and intonation will all become clearer to students. They will be introduced to the International Phonetic Alphabet, as well as sounds from many languages and dialects of the English language. In the phonology part of the course, students will examine the rules that determine how sounds are distributed in various languages. The ability to transcribe English words and utterances and to gain an understanding of the variety and systematic nature of human sound structure are two of the course's main goals.

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

LANT1209 Introduction to Linguistic Studies

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

N/A

7. Course Main Objective(s):

Upon completion of this course, students will be able to:

- 1- Demonstrate familiarity with and comprehension of fundamental phonological and phonetic concepts.
- 2- Recognize the places of articulation of the main speech English sounds.
- 3- Describe the main characteristics of the main speech English sounds.
- 4- Explain, discuss, and use suprasegmental features like intonation and emphasis.
- 5- Discuss various phonological processes, including linking, elision, insertion, and assimilation.
- 6- Use the International Phonetic Alphabet to transcribe words and brief sentences.





2. Teaching mode (mark all that apply)

No	Mode of Instruction	Contact Hours	Percentage
1	Traditional classroom	45	100%
2	E-learning		
	Hybrid		
3	<ul style="list-style-type: none"> • Traditional classroom • E-learning 		
4	Distance learning		

3. Contact Hours (based on the academic semester)

No	Activity	Contact Hours
1.	Lectures	45
2.	Laboratory/Studio	
3.	Field	
4.	Tutorial	
5.	Others (specify)	
Total		45

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	Demonstrate familiarity with and comprehension of fundamental phonological and phonetic concepts.	K2	Lectures Class activities	Homework Exams
1.2	Recognize the places of articulation of the main speech English sounds.	K2	Lectures Class activities	Quizzes Homework Exams





Code	Course Learning Outcomes	Code of CLOs aligned with program	Teaching Strategies	Assessment Methods
1.3	Describe the main characteristics of the main speech English sounds.	K1	Lectures Class activities	Homework Exams
2.0	Skills			
2.1	Analyze speech sounds according to major phonetic features.	S4	Lectures Class activities	Assignments Quizzes
2.2	Transcribe English spoken utterances phonetically using the International Phonetic Alphabet (IPA).	S4	Lectures Class activities	Exams
2.3	Practice suprasegmental features like intonation and emphasis.	S1	Lectures Class activities	Assignments Quizzes
2.4	Examine various phonological processes, including linking, elision, insertion, and assimilation.	S3	Lectures Class activities	Assignments Quizzes
3.0	Values, autonomy, and responsibility			
3.1	Adhere to academic values and ethics.	V1	Class discussions Written guidelines in course syllabus/ description handout	Homework Assignments
3.2	Work autonomously to achieve target tasks .	V2	Class activities	Homework Assignments
3.3	Work collaboratively to achieve target tasks with responsibility.	V3	Class activities	Assignments

C. Course Content

No	List of Topics	Contact Hours
1	Introduction	3
2	The production of speech sounds	3
3	Long vowels, diphthongs and triphthongs	3
4	Voicing and consonants	3
5	Phonemes and symbols	3
6	Fricatives and affricates	3
7	Nasals and other consonants	3
8	The syllable	3





9	Strong and weak syllables	3
10	Stress in simple words	3
11	Complex word stress	3
12	Weak forms	3
13	Problems in phonemic analysis	3
14	Aspects of connected speech	3
15	Intonation 1	3
Total		45

D. Students Assessment Activities

No	Assessment Activities *	Assessment timing (in week no)	Percentage of Total Assessment Score
1.	Homework Assignments	Throughout	10%
2.	Quizzes	5 + 10	10%
3.	Midterm Exam 1	7	20%
4.	Midterm Exam 2	12	20%
5.	Final Exam	16-17	40%

*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	Roach, P. (2009). <i>English phonetics and phonology: a practical course</i> (4th ed.). Cambridge,
Supportive References	<ol style="list-style-type: none"> 1. Roach, Peter (2000) <i>English Phonetics and Phonology</i>, Third Edition, CUP. 2. O'Connor, J. D. <i>Better English Pronunciation</i>, Latest edition. Cambridge University Press. 3. Ladefoged, Peter (2006) <i>A Course in Phonetics</i>. Los Angeles: University of California.
Electronic Materials	<p>https://westonruter.github.io/ipa-chart/keyboard/ http://www.internationalphoneticalphabet.org/ipa-charts/consonants/ http://www.internationalphoneticalphabet.org/ipa-sounds/ipa-chart-with-sounds/ https://www.yorku.ca/earmstro/welcome.html http://jos.oxfordjournals.org/ http://linguistlist.org/pubs/cupmag/index.cfm http://journals.cambridge.org/action/login http://www.oxfordjournals.org http://www.sil.org/linguistics/ETEXT.HTML http://www.sil.org/linguistics/GlossaryOfLinguisticTerms/Index.htm http://www.alphadictionary.com/articles/ling003.html </p>





	http://www.utexas.edu/courses/linguistics/resources/semantics/index.htm
Other Learning Materials	N/A

2. Required Facilities and equipment

Items	Resources
facilities (Classrooms, laboratories, exhibition rooms, simulation rooms, etc.)	Lecture rooms should be equipped with a smart board and large enough to accommodate 25-35 students. English Lab with: computers connected to internet. Sound system of amplifiers and control panel.
Technology equipment (projector, smart board, software)	Laptop computer Smart board projector system
Other equipment (depending on the nature of the specialty)	N/A

F. Assessment of Course Quality

Assessment Areas/Issues	Assessor	Assessment Methods
Effectiveness of teaching	Students	<p>1. Direct method: Looking at actual samples of student work in the course such as assignments, projects...etc.</p> <p>2. Indirect method:</p> <ul style="list-style-type: none"> • Faculty-student meetings to get students' oral feedback. • Surveys: Confidential (anonymous) completion of a course evaluation questionnaire
Effectiveness of Students' assessment	<ul style="list-style-type: none"> • Students • Peer reviewers (course coordinator and other instructors teaching the course) 	<p>1. Direct method: Looking at actual samples of student work in the course such as assignments, projects...etc.</p> <p>2. Indirect method (survey):</p> <ul style="list-style-type: none"> • Regular meetings between the teachers and the course coordinator • Surveys: Confidential (anonymous) completion





Assessment Areas/Issues	Assessor	Assessment Methods
Quality of learning resources	<ul style="list-style-type: none"> Students Peer reviewers (course coordinator and other instructors teaching the course) 	of a course evaluation questionnaire . Direct method: Looking at actual samples of student work in the course such as assignments, projects...etc. 2. Indirect method (survey): <ul style="list-style-type: none"> Regular meetings between the teachers and the course coordinator Surveys: Confidential (anonymous) completion of a course evaluation questionnaire
The extent to which CLOs have been achieved	Faculty, Course coordination team, Quality unit	Regular meetings between the course coordinator and other faculty members teaching the same course

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

Assessment Methods (Direct, Indirect)

G. Specification Approval

COUNCIL /COMMITTEE	COUNCIL OF THE LANGUAGES AND TRANSLATION DEPARTMENT
REFERENCE NO.	MEETING NO. 9/1445
DATE	15/04/1445

