اعتماد
NCAAA

T4

2020

Course Specifications

Course Title:	Phonetics
Course Code:	LING 113
Program:	Applied Linguistics
Department:	Applied Linguistics
College:	College of Languages
Institution:	Princess Nourah Bint Abdulrahman University

كلية اللغات

Table of Contents

A. Course Identification

1. Credit hours: 4	

2. Course type

a. University [ ]   **✱** College [ ]   Department [ ]   Others [ ]   [ ]

b. Required **✱**   Elective [ ]

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

4. Pre-requisites for this course (if any)**:**
None

5. Co-requisites for this course (if any)**:**
None

6. Mode of Instruction (mark all that apply)

No	Mode of Instruction	Contact Hours	Percentage
1	Traditional classroom	4	100%
2	Blended	-	-
3	E-learning	-	-
4	Distance learning	-	-
5	Other	-	-

7. Contact Hours (based on academic semester)

No	Activity	Contact Hours
1	Lecture	40
2	Laboratory/Studio	-
3	Tutorial	-
4	Others (specify)	-
	Total	40

B. Course Objectives and Learning Outcomes

1. Course Description

This course is designed to teach students different sound classification and patterns, the way to transcribe them, and how to pronounce English sounds correctly.

2. Course Main Objective

This course will enable students to:
1. Identify manner and place of articulation.
2. Write and read sounds using the IPA.
3. Produce English vowel and consonants correctly.
4. Use correct stress, intonation, and rhythm in long stretches of speech.

3. Course Learning Outcomes

CLOs		Aligned PLOs
1	**Knowledge and Understanding**	
1.1	Recognize the functions of the organs of speech and airstream mechanism.	K1

CLOs		Aligned PLOs
1.2	Classify English vowels and consonants	K1
2	**Skills:**	
2.1	Develop confidence in oral communication	S6
2.2	Apply the rules of word stress, rhythm and intonation	S1
3	**Values:**	
3.1	Respond positively to supervisor's guidance and peer criticism.	V1

C. Course Content

No	List of Topics	Contact Hours
1	**Introduction to the course**	4
2	*Textbook:* English Phonetics & Phonology. By Peter Roach. **Introduction** **Chapter 2. The production of speech sounds.** **Chapter 5. Phonemes & Symbols** IAP symbols. General concepts and terminology	4
3	*Textbook:* American Accent Guide. By Beverly A. Lujan. **English Vowels:** pp. 2.1- 2-28 Short vowels. Long vowels & diphthongs Listening Practice (Textbook: Pronounce it Perfectly) Units 1 to Unit 17	4
4	*Textbook:* American Accent Guide. By Beverly A. Lujan. **Continue English Vowels:** pp. 2.1- 2-28 Short vowels. Long vowels & diphthongs Listening Practice (Textbook: Pronounce it Perfectly) Continue Units 1 to Unit 17	4
5	**English Consonants** *Textbook:* American Accent Guide, pp. 5-1, 5-22 Listening Practice (Textbook: Pronounce it Perfectly) Units 18 -29	4
6	**Continue English Consonants** *Textbook:* American Accent Guide, pp. 6-1, 6-24 Listening Practice (Textbook: Pronounce it Perfectly). Continue Units 18-29.	4
7	**Glide sounds and Nasal sounds** *Textbook:* American Accent Guide, 7-1, 7-24 Listening Practice to be continued.	4
8	**Word Stress** *Textbook:* American Accent Guide, pp. 4-1, 4.32 Listening & speaking Practice. (Textbook: Pronounce it Perfectly). Units 31-37	4

			4
9	**Rhythm & Intonation** _Textbook: American Accent Guide, pp.3-1, 3-24_ Listening & speaking Practice. (Textbook: Pronounce it Perfectly). Units 38-42		
10	**Revision**		4
Total			40

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	Recognize the functions of the organs of speech and airstream mechanism.	Lectures. Presenting diagrams of the articulatory anatomy of speech organs in action through interactive programs. Using real objects or models, charts, and posters for the organs of speech.	Exams. In class practice & activities.
1.2	Classify English vowels and consonants.	Use CD's and internet sites with oral and written vowel and consonant practice, audio and video tapes with real life topics.	Weekly oral and written activities to improve their production, including writing the transcription of English sounds. Exams. Assignments. In class participation.
2.0	**Skills**		
2.1	Show confidence in oral communication.	Participating in class activities & practice.	Participation evaluation. In class practice & activities.
2.2	Apply the rules of word stress, rhythm and intonation.	Enhancing students' speech through visiting internet sites that have practice sections. Use CD's and internet sites with oral and written practice, audio and video tapes with real life topics.	Exams. Participation evaluation. Evaluation of weekly oral and written activities at home & in class. Giving individual, pair, and group presentations to improve their production.
3.0	**Values**		
3.1	Respond positively to supervisor's guidance and peer criticism.	Group activities. Peer-review.	Participation evaluation. In class practice & activities.

2. Assessment Tasks for Students

#	Assessment task*	Week Due	Percentage of Total Assessment Score
1	Participation & Oral Practice (Production of Vowels, Consonants, Word Stress, Sentence Stress, Rhythm, and Intonation in Long Stretches of Speech)	1-10	10%
2	Midterm Exam (Definitions, Classifications, Charts, and Transcription)	5	30%
3	Quiz 1	4	10%
4	Quiz 2	10	10%
5	Written Final Exam (Definitions, Classifications, Charts, and Transcription)	TBA	40%

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 :

• Each instructor will have office hours available for the students.

• Also, each instructor will provide the students with the course specification document at the beginning of the course which will include other means of contact, like e-mail, social media account, and website.

• For academic guidance, students may consult their assigned academic advisors.

F. Learning Resources and Facilities

1.Learning Resources

Required Textbooks	Lujan, Beverly. 2004. The American Accent Guide (Third Edition). Salt Lake City: Lingual Arts. Roach, Peter. 2009. English Phonetics and Phonology (Fourth Edition). Cambridge: Cambridge University Press.
Essential References Materials	Yates, Jean. 2013. Pronounce It Perfectly in English. Barron's Educational Series, Inc. Orion, Gertrude. 2011. Pronouncing American English: Sounds, Stress, and Intonation. Newbury House. O'connor, J. D. 1981. Better English Pronunciation (Second Edition). Cambridge University Press.
Electronic Materials	-.Electronic Materials, Web Sites etc Interactive books: http://www.uefap.com/speaking/spkfram.htm http://www.sil.org/computing/catalog/show_software.asp?id=16 http://www.americanaccent.com http://www.questia.com/library/communication/human-communication/phonetics.jsp?CRID=phonetics&OFFID=se1&KEY=phonetics_books http://www.uiowa.

	edu/~acadtech/phonetics/english/frameset.html
	http://www.chass.utoronto.ca/~danhall/phonetics/sammy.html
	http://www.kantalk.com/Recording/
	Practice:
	http://www2.arts.gla.ac.uk/IPA/
	http://www.linguistics.ucla.edu/people/hayes/20/sounds/chapter14/
	http://www.linguistics.ucla.edu/people/hayes/103/PracticeReadingTra
	nscription.pdf
	http://www.linguistics.ucla.edu/people/hayes/103/PracticeReadingTra
	nscriptionII.pdf
	http://www.cambridge.org/sa/cambridgeenglish/catalog/teacher-
	training-development-and-
	research/english-phonetics-and-phonology-4th-edition/english-
	phonetics-and-phonology-a-practical-
	course-4th-edition-hardback-audio-cds-2-paperback-audio-cds-
	2/resources
	http://web.uvic.ca/ling/resources/ipa/handbook.htm
	http://staff.uny.ac.id/sites/default/files/pendidikan/Dr.%20Margana,%
	20M.Hum.,M.A./Book%20Two
	%20for%20Phonology.pdf
	http://www.agendaweb.org/phonetic-resources.html
	http://lettere2.unive.it/lingue/lingua_ING/English_Pronunciation.pdf
	http://users.ecs.soton.ac.uk/kpd/book.pdf
	https://www.ualberta.ca/~kirchner/Kirchner_on_Phonology.pdf
	http://www.oup.com/elt/global/products/
	englishfile/intermediate
	http://faculty.washington.edu/dillon/PhonResources/vowels.html
	http://evaeaston.com/pr/vowels.html
	http://evaeaston.com/pr/consonants.html
	http://www.englishclub.com/pronunciation/
	http://www.umanitoba.ca/faculties/arts/linguistics/russell/138/sec3/str
	ess.htm#stress
	http://www.umanitoba.ca/faculties/arts/linguistics/russell/138/sec3/int
	on.htm#english
	http://www.trainyouraccent.com/
	http://www.bbc.co.uk/worldservice/learningenglish/
	http://www.esl-lab.com
	http://www.otago.ac.nz/anthropology/Linguistic/Sounds/Sounds.html
	The organs of speech:
	http://www.uiowa.edu/~acadtech/phonetics/anatomy.htm
	http://www.umanitoba.ca/faculties/arts/linguistics/russell/138/sec1/an
	atomy.htm
	http://www.umanitoba.ca/faculties/arts/linguistics/russell/138/sec3/po
	a-big.htm
	http://www.sil.org/computing/ipahelp/ipaplace2.htm
	Transcription:
	http://web.uvic.ca/ling/resources/ipa/charts/IPAlab/IPAlab.htm
	http://www.arts.gla.ac.uk/IPA/IPA_chart_(C)2005.pdf

	http://www.umanitoba.ca/faculties/arts/linguistics/russell/138/sec1/trans.htm#suggest http://www.umanitoba.ca/faculties/arts/linguistics/russell/138/practice/pract1.htm http://ladefogeds.com/course/chapter1.1/chapter1.exercises.htm Dictionaries and glossaries: http://www.howjsay.com/ http://www.phon.ucl.ac.uk/home/johnm/sid/sidhome.htm http://www.word2word.com/dictionary.html http://www.yourdictionary.com/ http://www.alphadictionary.com/index.shtml
Other Learning Materials	-

2. Facilities Required

Item	Resources
Accommodation (Classrooms, laboratories, demonstration rooms/labs, etc.)	Computer language lab
Technology Resources (AV, data show, Smart Board, software, etc.)	A computer per student
Other Resources (Specify, e.g. if specific laboratory equipment is required, list requirements or attach a list)	Computer language lab, projector, speakers, CD's, and internet access.

G. Course Quality Evaluation

Evaluation Areas/Issues	Evaluators	Evaluation Methods
1. Strategies for Obtaining Student Feedback on Effectiveness of Teaching	Teachers/Students	Students' general standard in the course based on their test scores. • Assignments completed by the students in accordance with expected standards. • Tracking the students' progress and grades. • Using anonymous students' feedback throughout semester. • Students' evaluation of the course via questionnaires.
2. Other Strategies for Evaluation of Teaching by the Program/Department Instructor	Department/Teacher	Regular meetings to be held by the course co-ordinator. • Examining the course/teacher evaluations at the quality assurance unit at the end of each semester. • Examining the students' grades by the department.

Evaluation Areas/Issues	Evaluators	Evaluation Methods
		• Evaluation of a sample exam by the department.
3. Processes for Improvement of Teaching	Department	Workshops and training sessions to be held by the course coordinator. • Instructors are encouraged to attend/participate in professional conferences as well as to research and publish.
4. Processes for Verifying Standards of Student Achievement (e.g. check marking by an independent member teaching staff of a sample of student work, periodic exchange and remarking of tests or a sample of assignments with staff at another institution)	Teacher	A certain strategy of marking and distribution of marks can be agreed on among the teaching staff members teaching the same course(s). • Second marking can also be an effective strategy for verifying standards student achievement and marking policy. • Internal course periodic review occurs in accordance with NCAAA. The course review includes course reporting, student surveys, and the annual program review itself conducted under the supervision of the quality assurance unit.
5. Describe the planning arrangements for periodically reviewing course effectiveness and planning for improvement.	Teacher	Reviewing recommendations by previous teaching staff in course report and studying their possible application. • Meeting of teaching staff arranged by the course coordinator is aimed as brainstorming for ideas on developing the course at the beginning of the semester. • Reviewing the course content periodically in light of what is available to students through the internet and other similar textbooks. • Students will be encouraged to express/write their opinions about the course and will be asked to suggest ways to improve it.

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	Applied Linguistics Program Committee (1) Applied Linguistics Department Council (4) College Council (4)
Reference No.	Applied Linguistics Program Committee (1) Applied Linguistics Department Council (4) College Council (4)
Date	Applied Linguistics Program Committee (1) 9-2-1444 Applied Linguistics Department Council (4) 7-3-1444 College Council (4) 22-3-1444

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