



Course Specification

— (Bachelor)

Course Title: *Phonetics*

Course Code: *ENG3205*

Program: *BA in English Language (Linguistics Track)*

Department: *Department of English*

College: *College of Social Sciences*

Institution: *Umm Al-Qura University*

Version: *2*

Last Revision Date: *2023 -1445*



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A. General information about the course:

1. Course Identification

1. Credit hours: 4 hours

2. Course type

A. University College Department Track Others
 B. Required Elective

3. Level/year at which this course is offered: Year 3 – Level 7

4. Course general Description:

This course covers the linguistic study of speech sounds from the perspective of speech articulation and acoustics. It will first familiarize students with the anatomy of the vocal tract and the terminology for describing and classifying speech sounds. Students will gain an understanding of the articulatory mechanisms of producing the segmental (consonants and vowels) and suprasegmental (e.g., stress, rhythm, intonation) components of language in general. Students will have a working knowledge of the International Phonetic Alphabet (IPA) and sounds from a variety of the world's languages. A detailed description of the articulatory and acoustic properties of English consonants and vowels is also provided. A variety of in-class learning activities including interactive tasks, transcription exercises, and acoustic analyses are employed in this course.

As to the acoustic component of the course, students will be introduced to basic acoustic theories of speech production and the tools and procedures of waveform segmentation and spectrogram reading. The course will briefly sketch the contributions of phonetics to the study of language, highlighting, at the same time, the inter-disciplinary applications of phonetics in everyday life. Finally, students will have the opportunity to apply the knowledge and skills they have acquired throughout the course of the semester, as they engage in a small-scale group project where they collect, analyze, and report authentic language data.

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

Foundations of Linguistics 1

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

7. Course Main Objective(s):

The main objective of this course is to enable students to apply the articulatory and acoustic principles of the description, classification, and analysis of speech sounds to authentic language data.

2. Teaching mode (mark all that apply)

| No | Mode of Instruction | Contact Hours | Percentage |
|----|-----------------------|-----------------|------------|
| 1 | Traditional classroom | 4 hrs. per week | %100 |



| No | Mode of Instruction | Contact Hours | Percentage |
|----|--|---------------|------------|
| 2 | E-learning | | |
| 3 | Hybrid <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 | 4hrs x 11wks |
| 2. | Laboratory/Studio | |
| 3. | Field | |
| 4. | Tutorial | |
| 5. | Others (specify) | |
| Total | | 44 hours |

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 speech organs involved in the production of speech sounds. | K2 | Lectures/Interactive midsagittal section diagrams X-ray movies, and animation and MRI video clips of the vocal tract in action | In-class interactive exercises Exams |
| 1.2 | Demonstrate comprehensive knowledge of the segmental and suprasegmental aspects of English phonetics | K2 | Lectures Interactive audio clips | In-class interactive exercises Exams |
| 1.3 | Describe the articulatory and acoustic properties of speech sounds | K2 | Lectures Animation and MRI video clips IPA Charts Spectrograms | In-class interactive exercises Exams Group Project |
| 1.4 | Explain the major terminology, concepts, topics, and approaches of phonetics. | K2 | -Lecture -Mind maps | In-class interactive exercises |



| Code | Course Learning Outcomes | Code of CLOs aligned with program | Teaching Strategies | Assessment Methods |
|------------|--|-----------------------------------|--|---|
| | | | | Exams |
| 1.5 | Identify the relationship between theoretical concepts in phonetics and actual linguistic phenomena. | K3 | Lectures | In-class interactive exercises Exams |
| 2.0 | Skills | | | |
| 2.1 | Transcribe utterances from a variety of languages, including English and Arabic, using the IPA system | S3 | -Lecture -IPA Charts -In-class Practice -Transcription interactive exercises | -In-class Interactive Exercises -Exams -Group Project |
| 2.2 | Use speech technology, including acoustic analysis tools, to analyse real language data | S2 | -Lecture -Demos -Praat (speech analysis software) | -In-class Interactive Exercises -Homework Assignment -Exams -Group Project |
| 2.3 | Distinguish subtle variations in English consonants and vowels | S3 | -Lecture -Drills -Interactive audio clips | -In-class Interactive Exercises -Exams |
| 2.4 | Interpret sound spectrograms | S2 | -Lecture -Praat (speech analysis software) -Spectrogram reading | -In-class Interactive Exercises -Homework Assignment -Exams -Group Project |
| 2.5 | Segment waveforms of utterances from English and Arabic | S3 | -Lecture -Praat (speech analysis software) -Demonstration of waveform segmentation | -Homework Assignment |
| 2.6 | Compose well-structured descriptions and analysis reports of the major phonetic characteristics of a language/dialect they select | S5 | -Lecture -Template of report sections -Evaluation rubrics | -Group Project |
| 3.0 | Values, autonomy, and responsibility | | | |
| 3.1 | Commit to the standards of integrity, punctuality, responsibility, and ethical behavior in class participation, preparation of assignments, and exams. | V1 | Presentation Discussions | Group Project |
| 3.2 | show tendency of continuous self-learning and independence in work and education. | V2 | Presentation Discussions | |

C. Course Content

| No | List of Topics | Contact Hours |
|--------------|--|---------------|
| 1. | <i>Introductory Concepts (Phonetics as a Field of Study, Speech Production, Sound Waves, Places of Articulatory Gestures, the Oro-Nasal Process, Manners of Articulation, etc.)</i> | 4 |
| 2. | <i>Transcription (IPA, Transcription of Consonants, Transcription of Vowels, Consonant and Vowel Charts)</i> | 4 |
| 3. | <i>English Consonants (Stops, Fricatives, Affricates, Nasals, Approximants, Overlapping Gestures, English Consonant Allophones)</i> | 4 |
| 4. | <i>English Vowels (Phonetic Dictionaries, Vowel Quality, the Auditory Vowel Space, American and British Vowels, Diphthongs, Rhotic Vowels, Vowels in Unstressed Syllables, Tense and Lax Vowels, English Vowel Allophones)</i> | 4 |
| 5. | <i>English Suprasegmentals (Words in Connected Speech, Stress, Degrees of Stress, Sentence Rhythm, Intonation)</i> | 4 |
| 6. | <i>General Phonetics (Airstream Mechanisms and Phonation Types, States of the Glottis, Voice Onset Time, Secondary Articulatory Gestures)</i> | 4 |
| 7. | <i>Acoustic Phonetics (Source/Filter Theory, Tube Models, Perturbation Theory, Acoustic Analysis)</i> | 4 |
| 8. | <i>Acoustics of Speech Sounds (Acoustic Properties of Consonants, Acoustic Properties of Vowels, Interpreting Spectrograms)</i> | 4 |
| 9. | <i>Linguistic Phonetics (Phonetics of the Community and of the Individual, Problems with Linguistic Explanations, the Balance between Phonetic Forces)</i> | 4 |
| 10. | <i>Real-Life Applications of Phonetics (e.g., Clinical Phonetics, Forensic Phonetics, Pronunciation Teaching, Phonetics for Stage and Screen, Speech Synthesis, Text-to-Speech Systems, Automatic Speech Recognition)</i> | 6 |
| 11. | <i>Exams</i> | 2 |
| Total | | 44 |

D. Students Assessment Activities

| No | Assessment Activities * | Assessment timing (in week no) | Percentage of Total Assessment Score |
|----|--|--------------------------------|--------------------------------------|
| 1. | <i>In-class Interactive Exercises</i> | 2 through 9 | 5% |
| 2. | <i>Quiz</i> | 4 | 10% |
| 3. | <i>Homework Assignment (Waveform Segmentation and Acoustic Measurements)</i> | 8 | 5% |
| 4. | <i>Midterm Exam</i> | 7 | 20% |
| 5. | <i>Group Project (Data Collection, Description, and Analysis)</i> | 10 | 10% |
| 6. | <i>Final Exam</i> | <i>Final Exam Period</i> | 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 | Ladefoged, Peter, and Keith Johnson. <i>A course in Phonetics</i> . Cengage learning, 2014, Seventh edition. |
| Supportive References | Selected Sections/Chapters from these two books: Reetz, Henning and Allard Jongman. <i>Phonetics: Transcription, Production, Acoustics, and Perception</i> . Wiley-Blackwell, 2020, Second Edition. Knight, Rachael-Anne, and Jane Setter (editors). <i>The Cambridge Handbook of Phonetics</i> . CUP, 2021. |
| Electronic Materials | Textbook companion website at https://linguistics.berkeley.edu/acip/ Praat (Speech analysis software package) at https://www.fon.hum.uva.nl/praat/ Interactive International Phonetic Association (IPA) chart, Seeing Speech Project at https://www.seeingspeech.ac.uk/ipa-charts/ Transcription interactive exercises at https://teaching.ncl.ac.uk/ipa/practical-exercises.html |
| Other Learning Materials | <i>Online pronunciation dictionaries</i> |

2. Required Facilities and equipment

| Items | Resources |
|---|---|
| facilities (Classrooms, laboratories, exhibition rooms, simulation rooms, etc.) | <ul style="list-style-type: none"> ▪ Classroom ▪ Whiteboard |
| Technology equipment (projector, smart board, software) | <ul style="list-style-type: none"> ▪ Smart Board ▪ Data show ▪ Speakers ▪ Internet Access |
| Other equipment (depending on the nature of the specialty) | |

F. Assessment of Course Quality

| Assessment Areas/Issues | Assessor | Assessment Methods |
|---|-------------------|---|
| Effectiveness of teaching | Students | Survey (Indirect) |
| Effectiveness of Students' assessment | Peer Reviewer | Sample of exam papers and Peer review form (Indirect) |
| Quality of learning resources | Students | Survey (Indirect) |
| The extent to which CLOs have been achieved | Course Instructor | Exams and Data Analysis (Direct) |





| Assessment Areas/Issues | Assessor | Assessment Methods |
|-------------------------|----------|--------------------|
| Other | | |

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

Assessment Methods (Direct, Indirect)

G. Specification Approval

| | |
|---------------------------|--|
| COUNCIL /COMMITTEE | DEPARTMENT COUNCIL |
| REFERENCE NO. | 424040414453/132022 |
| DATE | 07 Rabi-II 1445 – 22 October 2023 |

