



Course Specification

— (Bachelor)

Course Title: *Phonology*

Course Code: *ENG3207*

Program: *English: Linguistics Track*

Department: *Department of English*

College: *College of Social Sciences*

Institution: *Umm Al-Qura University*

Version: 2

Last Revision Date: *2023 - 1445*



Table of Contents

A. General information about the course:	3
B. Course Learning Outcomes (CLOs), Teaching Strategies and Assessment Methods	4
C. Course Content	4
D. Students Assessment Activities	5
E. Learning Resources and Facilities	5
F. Assessment of Course Quality	5
G. Specification Approval	6





A. General information about the course:

1. Course Identification

1. Credit hours: 4 hours					
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: Year 3 – Level 8					
4. Course general Description:					
<i>This course presents materials that explore the phonological system of English. It classifies phonemes into natural classes and introduces the distinctive features of sound segments. The course provides a comprehensive account of phonological issues of sound patterning and the effective role of suprasegmental elements: syllables, segmentation, prosody, and intonation, in communication. The different levels of representation are also illustrated. The course includes a concise description of the areas of application for phonology.</i>					
5. Pre-requirements for this course (if any):					
<i>Phonetics</i>					
6. Co-requirements for this course (if any):					
7. Course Main Objective(s):					
<i>To provide awareness of sound system that operates in speech communication and characterizes each language.</i>					

2. Teaching mode (mark all that apply)

No	Mode of Instruction	Contact Hours	Percentage
1	Traditional classroom	4 hrs. per week	%100
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 effect of segmental and suprasegmental aspects of speech	K2	Lectures	Exams
1.2	Identify patterns in phonological data	K2	Draw attention to book-materials and data	Presentation
1.3	Identify a phonological problem and the processes involved in analysis	K3	Use interactive programs on phonology as available from websites	Classwork
2.0	Skills			
2.1	Analyze patterns in phonological data using a set of formal procedures.	S2	Lecture	Class work
2.2	Contrast individual sounds and natural classes of sounds using distinctive features.	S5	Group discussion	Presentation
2.3	Label phonological processes in individual words and connected speech	S3	Interactive discussion (lecture and individual input)	Exams
2.4	Syllabify English words of different lengths.	S2	-Lecture -Praat (speech analysis software) -Spectrogram reading	Exams



Code	Course Learning Outcomes	Code of CLOs aligned with program	Teaching Strategies	Assessment Methods
3.0	Values, autonomy, and responsibility			
3.1	<i>Commit to the standards of integrity, punctuality, responsibility, and ethical behavior in class participation, preparation of assignments, and exams.</i>	V1	<i>Presentation Discussions</i>	<i>Class work</i>
3.2	<i>show tendency of continuous self-learning and independence in work and education.</i>	V2	<i>Presentation Discussions</i>	<i>Presentation</i>

C. Course Content

No	List of Topics	Contact Hours
1.	<i>Phonemes and Allophonic relations</i>	4
2.	<i>Feature theory</i>	4
3.	<i>Feature theory</i>	4
4.	<i>Segments and syllables</i>	4
5.	<i>Underlying representation</i>	4
6.	<i>Interacting processes</i>	4
7.	<i>Phonological typology and naturalness</i>	4
8.	<i>Abstractness and psychological reality</i>	4
9.	<i>Phonology above the word</i>	4
10.	<i>Doing analysis</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>2 Class work (individual)</i>	<i>Every week</i>	<i>10%</i>
2.	<i>Quiz 1</i>	<i>3</i>	<i>15%</i>
3.	<i>Quiz 2</i>	<i>6</i>	<i>15%</i>
4.	<i>Paper presentation (group work)</i>	<i>10</i>	<i>10%</i>
5.	<i>Final exam</i>	<i>11-12</i>	<i>50%</i>

*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	Introducing phonology, 2013. David Odden
Supportive References	Hayes, Bruce. (2009). Introductory Phonology. First Edition. Wiley-Blackwell. Carlos Gussenhoven and Haike Jacob. (2017). Understanding phonology, fourth edition. Routledge Andrew Spencer. (1996). Phonology: theory and description. Blackwell
Electronic Materials	https://spw.uni-goettingen.de/projects/aig/sct-pho.html PRAAT (Paul Boersma & David Weenink) https://linguistics.ucla.edu/people/hayes/120a/Pfeatures/
Other Learning Materials	Online pronunciation dictionaries

2. Required Facilities and equipment

Items	Resources
Facilities (Classrooms, laboratories, exhibition rooms, simulation rooms, etc.)	1. Lecture classroom with 25-30 chairs 2. A white-board and video transmission capability 3. Colored markers
Technology equipment (projector, smart board, software)	1. Smartboard 2. Computer projector (data show) and facilities for accessing internet 3. Overhead transparency projector
Other equipment (depending on the nature of the specialty)	Laboratory

F. Assessment of Course Quality

Assessment Areas/Issues	Assessor	Assessment Methods
Effectiveness of teaching	Peer reviewer	Sample of exam papers and a form
Effectiveness of Students' assessment	Peer reviewer	Sample of exam papers and a form
Quality of learning resources	Students	Questionnaires administrated by UQU
The extent to which CLOs have been achieved	Teachers	Exams
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

